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REPORT OF COMMISSIONER OF PUBLIC SCHOOLS.

(Continued.)

spring from a sense of social, moral and religious obligation, their regeneration involves the harmonious co-operation of earnest philanthropy, missionary enterprise, and sanctified wisdom. The districts of all our large cities where this class of children are found, are the appropriate field of home missions, of unobtrusive personal effort and charity, and of systematized plans of local benevolence, embracing friendly intercourse with parents, an affectionate interest in the young, the gathering of the latter into week-day, infant, and primary schools, and schools where the use of the needle, and other forms of labor appropriate to the sex and age of the pupils can be given, the gathering of both old and young into Sabbath schools, and worshipping assemblies, the circulation of books and tracts, other than of a strictly religious character, the encouragement of cheap, innocent and humanizing games, sports and festivities, the obtaining employment for adults who may need it, and procuring situations as apprentices, clerks, &c. for such young persons as may be qualified by age, capacity and character. By individual efforts and the combined efforts of many, working in these and other ways, from year to year, these moral jungles can be broken up,—these infected districts can be purified,—these waste places of society can be reclaimed, and many abodes of penury, ignorance and vice can be converted by education, economy and industry, into homes of comfort, peace and joy.

When the missionary, philanthropist and teacher have done all this, and more, there will be cases of truancy and vagabondism which can only be reached by the stern summons and the

strong arm of the law. For such cases, one or more institutions, similar to the "Farm School," near Boston, or the "Reform Schools," or "Schools of Industry," in some parts of Europe, should be provided, where these young barbarians can be tamed into the manners and habits of civilized life, and society be saved from the revenge which they will otherwise wreak upon its peace for their neglected childhood.

When all these expedients and plans have failed, the law of self-preservation imperiously demands that political institutions, which are embodied in written constitutions and laws, should not pass into the keeping of juries, witnesses, and electors, who cannot write the verdict they may render, or read the vote they may cast into the ballot box. The right of suffrage should be withheld from such as can not give the lowest evidence of school attendance and proficiency.

4. Classification.

To make the school attendance of children in the highest degree serviceable, in the right training of their intellectual and moral nature, they should go through a regular course of instruction, in a succession of classes and schools, arranged according to similarity of age, studies and attainments, under teachers possessing the qualifications best adapted to each grade of school. This subject has been alluded to in connection with the external organization of schools, the construction of school-houses, and the regular attendance of children at school, but its relations to good discipline, and thoroughness and extent of instruction demand a more particular consideration. Its almost universal neglect explains the failure of many schools, even when provided with good school-houses, and, in some respects, well qualified teachers. Its practical recognition would be followed immediately by extensive, thorough and permanent improvement in more than half of the school districts of the state, and have a beneficial influence upon all.

What then was the condition of the public schools in respect to classification in 1844? Out of three hundred and fourteen districts, in which public schools were kept during the year, only fourteen employed more than one teacher. We need but look into any one of the other three hundred districts, to be satisfied that something should be done to reduce the multiplicity and variety of cares and duties which press at one and the same time, and all the time, upon the attention of the teacher, and to introduce more of system and permanency into the arrangement of classes and studies in all the schools. No matter whether the school be large or small, there will be found collected into one apartment, under one teacher, chil-

dren of both sexes, and of every age from four years and under, to sixteen years and upwards.

This variety of age calls for a multiplicity of studies, from the alphabet to the highest branches ever pursued in well regulated academies. The different studies require at least a corresponding number of classes; and in most schools the number of classes actually required, is more than doubled by the diversity of books, and of different editions of the same book, in which the same studies are pursued by different scholars. The number of classes are again increased by the differing attainments of scholars in the same study, arising out of differences in school attendance, parental co-operation, individual capacity and habits of attention. Each class requires a separate recitation, and in those studies, such as arithmetic and penmanship, in which no classification is attempted, the teacher will be obliged to give individual assistance to as many scholars as may be pursuing them, which is never less than one-half of the whole school. With so many causes at work to prevent the teacher from acting on any considerable number at a time, he is obliged to carry forward his school by individual recitations and assistance. Out of one hundred and sixty schools, from which information on this point was obtained, in 1844, there were fifty schools containing more than seventy scholars, in which the number of distinct recitations, including the classes in reading and spelling, and excluding the attention given to pupils in arithmetic and penmanship, averaged as high as twenty-three in each half day; there were one hundred and ten, numbering over fifty scholars, in which the average exceeded seventeen. The amount of time in a half day's session, which can be made available for purposes of recitation, in most schools, with the utmost diligence on the part of the teacher, does not exceed one hundred and fifty minutes, and much of this is lost in calling and dismissing the classes, and in beginning and ending the lessons, so that an equitable distribution of the teacher's time and attention, gives but a small fragment to each class, and still less to each individual. The disadvantages under which pupils and teachers labor, in consequence of this state of things, are great and manifold.

There is a large amount of physical suffering and discomfort, as well as great hindrances in the proper arrangement of scholars and classes, caused by crowding the older and younger pupils into the same school-room, without seats and furniture appropriate to either; and the greatest amount of suffering and discomfort falls upon the young, who are least able to bear it, and who, in consequence, acquire a distaste to study and the school-room.

The work of education going on in such schools, cannot be appropriate and progressive. There cannot be a regular course of discipline and instruction, adapted to the age and proficiency of pupils—a series of processes, each adapted to certain periods in the development of the mind and character, the first intended to be followed by a second, and the second by a third,—the latter always depending on the earlier, and all intended to be conducted on the same general principles, and by methods varying with the work to be done, and the progress already made.

With the older and younger pupils in the same room, there cannot be a system of discipline which shall be equally well adapted to both classes. If it secures the cheerful obedience and subordination of the older, it will press with unwise severity upon the younger pupils. If it be adapted to the physical wants, and peculiar temperaments of the young, it will endanger the good order, and habits of study, of the more advanced pupils, by the frequent change of posture and position, and other indulgences which it permits and requires of the former.

With studies ranging from the alphabet and the simplest rudiments of knowledge, to the higher branches of an English education, a variety of methods of instruction and illustration are called for, which are seldom found together, or in an equal degree, in the same teacher, and which can never be pursued with equal success in the same school-room. The elementary principles of knowledge, to be made intelligible and interesting to the young, must be presented by a large use of the oral and simultaneous methods. The higher branches, especially all mathematical subjects, require patient application and habits of abstraction, on the part of the older pupils, which can with difficulty, if at all, be attained by many pupils, amid a multiplicity of distracting exercises, movements and sounds. The recitations of this class of pupils, to be profitable and satisfactory, must be conducted in a manner which requires time, discussion and explanation, and the undivided attention both of pupils and teacher.

From the number of class and individual recitations, to be attended to during each half day, these exercises are brief, hurried and of little practical value. They consist, for the most part, of senseless repetitions of the words of a book. Instead of being the time and place where the real business of teaching is done, where the ploughshare of interrogation is driven down into the acquirements of each pupil, and his ability to comprehend clearly, remember accurately, discriminate wisely, and reason closely, is cultivated and tested,—where the difficult principles of each lesson are developed and illustrated, and additional information imparted, and the mind of

the teacher brought in direct contact with the mind of each pupil, to arouse, interest and direct its opening powers—instead of all this and more, the brief period passed in recitation, consists, on the part of the teacher, of hearing each individual and class in regular order, and quick succession, repeat words from a book; and on the part of the pupils, of *saying their lessons*, as the operation is significantly described by most teachers, when they summon the class to the stand. In the mean time the order of the school must be maintained, and the general business must be going forward. Little children without any authorized employment for their eyes and hands, and ever active curiosity, must be made to sit still, while every muscle is aching from suppressed activity; pens must be mended, copies set, arithmetical difficulties solved, excuses for tardiness or absence received, questions answered, whisperings allowed or suppressed, and more or less of extempore discipline administered. Were it not a most ruinous waste of precious time,—did it not involve the deadening, crushing, distorting, dwarfing of immortal faculties and noble sensibilities,—were it not an utter perversion of the noble objects for which schools are instituted, it would be difficult to conceive of a more diverting farce than an ordinary session of a large public school, whose chaotic and discordant elements had not been reduced to system by a proper classification. The teacher, at least the conscientious teacher, thinks it any thing but a farce to him. Compelled to hurry from one study to another, the most diverse,—from one class to another, requiring a knowledge of methods altogether distinct,—from one recitation to another, equally brief and unsatisfactory, one requiring a liveliness of manner, which he does not feel and cannot assume, and the other closeness of attention and abstraction of thought, which he cannot give amid the multiplicity and variety of cares,—from one case of discipline to another, pressing on him at the same time,—he goes through the same circuit day after day, with a dizzy brain and aching heart, and brings his school to a close with a feeling, that with all his diligence and fidelity, he has accomplished but little good.

But great as are the evils of a want of proper classification of schools, arising from the causes already specified, these evils are aggravated by the almost universal practice of employing one teacher in summer, and another in winter, and different teachers each successive summer and winter. Whatever progress one teacher may make in bringing order out of the chaotic elements of a large public school, is arrested by the termination of his school term. His experience is not available to his successor, who does not come into the school until after an interval of weeks or months, and in the mean time the

former teacher has left the town or state. The new teacher is a stranger to the children and their parents, is unacquainted with the system pursued by his predecessor, and has himself but little or no experience in the business; in consequence, chaos comes back again, and the confusion is still worse confounded by the introduction of new books, for every teacher prefers to teach from the books in which he studied, or which he has been accustomed to teach, and many teachers cannot teach profitably from any other. Weeks are thus passed, in which the school is going through the process of organization, and the pupils are becoming accustomed to the methods and requirements of a new teacher—some of them are put back, or made to retrace their studies in new books, while others are pushed forward into studies for which they are not prepared; and at the end of three or four months, the school relapses into chaos. There is constant change, but no progress.

This want of system, and this succession of new teachers, goes on from term to term, and year to year—a process which would involve any other interest in speedy and utter ruin, where there was not provision made for fresh material to be experimented upon, and counteracting influences at work to restore, or at least obviate the injury done. What other business of society could, I will not say, prosper, but escape utter wreck, if conducted with such want of system,—with such constant disregard of the fundamental principle of the division of labor, and with a succession of new agents every three months, none of them trained to the details of the business, each new agent acting without any knowledge of the plan of his predecessor, or any well settled plan of his own! The public school is not an anomaly, an exception, among the great interests of society. Its success or failure depends on the existence or absence of certain conditions; and if complete failure does not follow the utter neglect of these conditions, it is because every term brings into the schools a fresh supply of children to be experimented upon, and sweeps away others beyond the reach of bad school instruction and discipline; and because the minds of some of these children, are, for a portion of each day left to the action of their own inherent forces, and the more kindly influences of nature, the family and society.

Among these conditions of success in the operation of a system of public schools, is such a classification of the scholars as shall bring a larger number of similar age and attainments, at all times, and in every stage of their advancement, under teachers of the right qualifications, and enable these teachers to act upon numbers at once, for years in succession, and carry them all forward effectually together, in a regular course of instruction.

The great principle to be regarded in the classification, either of the schools of a town or district, or of scholars in the same school, is equality of attainments, which will generally include those of the same age. Those who have gone over substantially the same ground, or reached or nearly reached the same point of attainment in several studies, should be put together, and constitute, whenever their numbers will authorize it, one school. These again should be arranged in different classes, for it is seldom practicable, even if it were ever desirable, to have but one class in every study in the same grade of school. Even in very large districts, where the scholars are promoted from a school of a lower grade to one of a higher, after being found qualified in certain studies, it is seldom that any considerable number will have reached a common standard of scholarship in all their studies. The same pupil will have made very different progress in different branches. He will stand higher in one and lower in another. By arranging scholars of the same general division in different classes, no pupil need be detained by companions who have made, or can make less progress, or be hurried over lessons and subjects in a superficial manner, to accommodate the more rapid advancement of others. Although equality of attainment, should be regarded as the general principle, some regard should be paid to age, and other circumstances. A large boy of sixteen, from the deficiency of his early education, which may be his misfortune and not his fault, ought not to be put into a school or class of little children, although their attainments may be in advance of his. This step would mortify and discourage him. In such extreme cases, that arrangement will be best which will give the individual the greatest chance of improvement, with the least discomfort to himself, and hindrance to others. Great disparity of age in the same class, or the same school, is unfavorable to uniform and efficient discipline, and the adaptation of methods of teaching, and of motives to application and obedience. Some regard, too, should be had to the preferences of individuals, especially among the older pupils, and their probable destination in life. The mind comes into the requisitions of study more readily, and works with higher results, when led onward by the heart; and the utility of any branch of study, its relations to future success in life, once clearly apprehended, becomes a powerful motive to effort.

Each class in a school should be as large as is consistent with thoroughness and minuteness of individual examination, and practicable, without bringing together individuals of diverse capacity, knowledge and habits of study. A good teacher can teach a class of forty with as much ease as a class of ten, and with far more profit to each individual, than if the same amount

of time was divided up among four classes, each containing one fourth of the whole number. When the class is large, there is a spirit, a glow, a struggle which can never be infused or called forth in a small class. Whatever time is spent upon a few, which could have been as profitably spent on a larger number, is a loss of power and time to the extent of the number who were not thus benefited. The recitations of a large class must be more varied, both as to order, and methods, so as to reach those whose attention would wander if not under the pressure of constant excitement, or might become slothful from inaction or a sense of security. Some studies will admit of a larger number in a class than others.

The number of classes for recitation in the same apartment, by one teacher, should be small. This will facilitate the proper division of labor in instruction, and allow more time for each class. The teacher entrusted with the care of but few studies, and few recitations, can have no excuse but indolence, or the want of capacity, if he does not master these branches thoroughly, and soon acquire the most skilful and varied methods of teaching them. His attention will not be distracted by a multiplicity and variety of cares, pressing upon him at the same time. This principle does not require that every school should be small, but that each teacher should have a small number of studies and classes to superintend.

In a large school, properly classified, a division of labor can be introduced in the department of government, as well as in that of instruction. By assigning the different studies to a sufficient number of assistants, in separate class-rooms, each well qualified to teach the branches assigned, the principal teacher may be selected with special reference to his ability in arranging the studies, and order of exercises of the school, in administering its discipline, in adapting moral instruction to individual scholars, and superintending the operations of each class-room, so as to secure the harmonious action and progress of every department. The talents and tact required for these and similar duties, are more rarely found than the skill and attainments required to teach successfully a particular study. When found, the influence of such a principal, possessing in a high degree, the executive talent spoken of, will be felt through every class, and by every subordinate teacher, giving tone and efficiency to the whole school.

Every class should have its appropriate time for study and recitation, and this distribution of time should not be postponed, abridged or prolonged, except from absolute necessity. This punctuality and precision is agreeable to children,—is the only way in which justice can be done to each class, and is highly

beneficial in its operation on each individual, and the whole school.

The classification of a school, and the character of the recitations of each class, and especially of such recitations as are in the nature of a review of the ground gone over the previous week, month, or term, should be entered in a book, to be preserved from term to term, and year to year. With such a record, there need not be so much time lost in organizing a school, whenever there is a change of teachers, and there never should be for an hour, the perfect chaos into which almost every school is thrown on the opening of a new administration.

To what extent the gradation of schools shall be carried, in any town or district, and to what limit the number of classes in any school can be reduced, will depend on the compactness, number, and other circumstances of the population, in that town or district, and the number and age of the pupils, and the studies and methods of instruction in that school. A regular gradation of schools might embrace Primary, Secondary and High Schools, with Intermediate Schools, or departments, between each grade, and Supplementary Schools, to meet the wants of a class of pupils not provided for in either of the above grades.

1. Primary Schools, as a general rule, should be designed for children between the ages of three and eight years, with a further classification of the very youngest children, when their number will admit of it. These schools can be accommodated, in compact villages, in the same building with the Secondary or High School; but in most large districts, it will be necessary and desirable to locate them in different neighborhoods, to meet the peculiarities of the population, and facilitate the regular attendance of very young children, and relieve the anxiety of parents for their safety on their way to and from school. The school-room should be light, cheerful, and large enough for the evolutions of large classes—furnished with appropriate seats, furniture, apparatus and means of visible illustration, and having a retired, dry and airy play-ground, with a shelter to resort to in inclement weather, and with flower borders, shrubbery and shade trees, which they should be taught to love and respect. The play-ground is as essential as the school-room, for a Primary School, and is indeed the uncovered school-room of physical and moral education, and the place where the manners and personal habits of children can be better trained than elsewhere. With them, the hours of play and study, of confinement and recreation, must alternate more frequently than with older pupils. To teach these schools properly,—to regulate the hours of play and study so as to give variety, vivacity, and interest to all of the

exercises, without over-exciting the nervous system, or over-tasking any faculty of mind or body,—to train boys and girls to mild dispositions, graceful and respectful manners, and unquestioning obedience,—to cultivate the senses to habits of quick and accurate observation and discrimination,—to prevent the formation of artificial and sing-song tones,—to teach the use of the voice, and of simple, ready and correct language, and to begin in this way, and by appropriate exercises in drawing, calculation, and lessons on the properties and classification of objects, the cultivation of the intellectual faculties,—to do all these things and more, require in the teacher a rare union of qualities, seldom found in one in a hundred of the male sex, and to be looked for with the greatest chance of success among females, “in whose own hearts, love, hope and patience, have first kept school,” and whose laps seem always full of the blossoms of knowledge, to be showered on the heads and hearts of infancy and childhood. In the right education of early childhood, must we look for a corrective of the evils of society, in our large cities and manufacturing villages, and for the beginning of a better and higher civilization than has yet blessed our world. The earlier we can establish, in every populous district, primary schools, under female teachers, whose hearts are made strong by deep religious principle,—who have faith in the power of Christian love steadily exerted to fashion anew the bad manners, and soften the harsh and self-willed perverseness of neglected children,—with patience to begin every morning, with but little if any perceptible advance beyond where they began the previous morning,—with prompt and kind sympathies, and ready skill in music, drawing, and oral methods, the better it will be for the cause of education, and for every other good cause. The establishment of Primary Schools in Boston, (Appendix xiv.) in 1818, and the modification which they have received there and elsewhere, from the principles and exercises of the infant school system, is one of the most important improvements of modern education.

2. Secondary Schools should receive scholars at the age of eight years, or about that age, and carry them forward in those branches of instruction which lie at the foundation of all useful attainments in knowledge, and are indispensable to the proper exercise and development of all the faculties of the mind, and to the formation of good intellectual tastes and habits of application. If the primary schools have done their work properly, in forming habits of attention, and teaching practically the first uses of language,—in giving clear ideas of the elementary principles of arithmetic, geography, and the simplest lessons in drawing, the scholars of a well conducted

secondary school, who will attend regularly for eight or ten months in the year, until they are twelve years of age, can acquire as thorough knowledge of reading, arithmetic, penmanship, drawing, geography, history, and the use of the language in composition and speech, as is ever given in common or public schools, as ordinarily conducted, to children at the age of sixteen. For this class of schools, well qualified female teachers, with good health, self-command, and firmness, are as well fitted as male teachers. But if the school is large, both a male and female teacher should be employed, as the influence of both are needed in the training of the moral character and manners. This grade of schools should be furnished with class-rooms for recitations, and if large, with a female assistant for every thirty pupils.

3. High Schools should receive pupils from schools of the grade below, and carry them forward in a more comprehensive course of instruction, embracing a continuation of their former studies, and especially of the English language, and drawing, and a knowledge of algebra, geometry and trigonometry, with their applications, the elements of mechanics and natural philosophy and chemistry, natural history, including natural theology, mental and moral science, political economy, physiology, and the constitution of the United States. These and other studies should form the course of instruction, modified according to the sex, age, and advancement, and to some extent, future destination of the pupils, and the standard fixed by the intelligence and intellectual wants of the district—a course which should give to every young man a thorough English education, preparatory to the pursuits of agriculture, commerce, trade, manufactures, and the mechanical arts, and if desired, for college; and to every young woman, a well disciplined mind, high moral aims, and practical views of her own duties, and those resources of health, thought, manners and conversation, which bless alike the highest and lowest stations in life. All which is now done in private schools of the highest grade, and where the wants of any considerable portion of the community create such private schools, should be provided for in the system of public schools, so that the same advantages, without being abridged or denied to the children of the rich and the educated, should be open at the same time to worthy and talented children of the poorest parent. In some districts a part of the studies of this grade of schools, might be embraced in the Secondary Schools, which would thus take the place of the High School; in others, the High School could be open for only portions of the year; and in others, two departments, or two schools, one for either sex, would be required. However constituted, whether as one de-

partment, or two, as a distinct school, or as part of a secondary school, or an ordinary district school, and for the whole year, or part of the year, something of the kind is required to meet the wants of the whole community, and relieve the public schools from impotency. Unless it can be engrafted upon the public school system, or rather unless it can grow up and out of the system, as a provision made for the educational wants of the whole community, then the system will never gather about it the warmth and sustaining confidence and patronage of all classes, and especially of those who know best the value of a good education, and are willing to spend time and money to secure it for their own children.

4. Intermediate Schools or departments will be needed in large districts, to receive a class of pupils, who are too old to be continued, without wounding their self-esteem, in the school below, or interfering with its methods of discipline and instruction, and are not prepared in attainments, and habits of study, or from irregular attendance, to be arranged in the regular classes of the school above.

Connected with this class of schools there might be opened a school or department, for those who cannot attend school regularly, or for only a short period of the year, or who may wish to attend exclusively to a few studies. There is no place for this class of scholars, in a regularly constituted, permanent school, in a large village.

5. Supplementary Schools, and means of various kinds should be provided in every system of public instruction, for cities and large villages, to supply deficiencies in the education of individuals whose school attendance has been prematurely abridged, or from any cause interfered with, and carry forward as far and as long as practicable into after life, the training and attainments commenced in childhood.

Evening Schools should be opened for apprentices, clerks, and other young persons, who have been hurried into active employment without a suitable elementary education. In these schools, those who have completed the ordinary course of school instruction, could devote themselves to such studies as are directly connected with their several trades or pursuits, while those whose early education was entirely neglected, can supply, to some extent, such deficiencies. It is not beyond the legitimate scope of a system of public instruction, to provide for the education of adults, who, from any cause, were deprived of the advantages of school instruction.

Libraries, and courses of familiar lectures, with practical illustrations, collections in natural history, and the natural sciences, a system of scientific exchanges between schools of

the same, and of different towns, these and other means of extending and improving the ordinary instruction of the school-room and of early life, ought to be provided, not only by individual enterprise and liberality, but by the public, and the authorities entrusted with the care and advancement of popular education.

One or more of that class of educational institutions referred to under the head of school attendance, as "Reform Schools," "Schools of Industry," or "Schools for Juvenile Offenders," should receive such children, as defying the restraining influence of parental authority, and the discipline and regulations of the public schools, or such as are abandoned by orphanage, or worse than orphanage, by parental neglect or example, to idle, vicious and pilfering habits, are found hanging about places of public resort, polluting the atmosphere by their profane and vulgar speech, alluring, to their own bad practices, children of the same, and other conditions of life, and originating or participating in every street brawl and low-bred riot. Such children cannot be safely gathered into the public schools; and if they are, their vagrant habits are chafed by the restraints of school discipline. They soon become irregular, play truant, are punished and expelled, and from that time their course is almost uniformly downward, until on earth there is no lower point to reach.

It is only in large cities that a gradation of schools, as complete as has been sketched above, can be introduced. In the largest class of village districts, three grades of schools will be required. As far as practicable, there should be such an arrangement of the districts and schools of a town, as to admit of the establishment of Primary Schools, under female teachers, wherever forty pupils, under ten years of age, can be collected, and one or more secondary schools, under well qualified male teachers, for scholars over that age. When the sparseness of the population will not admit of even this gradation, the school terms should be so arranged that during the warm months the district school shall receive only the young children, and in the winter months, only the older scholars.

Even if Primary Schools are not conducted always after such methods and by such teachers, as we desire, the separation of the young children, and the elementary processes of instruction, from the older pupils, and higher branches, will be of great benefit to both, and largely diminish the multiplicity and variety of cares and duties which drive one-half, at least, of the young men and young women, who would make our best teachers, in disgust from this sphere of labor.

The following provisions of the new school act were framed with especial reference to the introduction of these and similar

principles of classification, into the organization and arrangements of the schools of a town or district, as far and as fast, as the circumstances of the population, and the state of public opinion would allow.

1. Every town is clothed with all the powers requisite to establish and maintain a sufficient number of schools of different grades, at convenient locations, for the education of all the children residing within their respective limits.

2. Every school district, when properly organized, can accomplish the same object, within their respective limits, by a vote of the majority of the legal voters, with this condition, that the amount of any tax on property, or of any rate of tuition, to be paid by the parents of the scholars, shall be approved by the committee of the town.

3. No village or populous district, in which two or more schools of different grades, for the younger and older children respectively, can be conveniently established, can be divided into two or more independent districts, without the assent of the Commissioner of Public Schools.

4. The trustees of any district may employ, without consulting the inhabitants, an additional teacher for every fifty scholars, in average daily attendance.

5. Any two or more adjoining primary school districts, may establish and support a secondary or grammar school, for the older and more advanced pupils of such districts, for the whole or any portion of the year.

6. The legal voters of any school district may determine the period of the year in which the public school shall be kept, and may define the age and studies of the children, who shall attend at any particular period of the year, provided these regulations are not inconsistent with the regulations of the school committee of the town.

7. The school committee of every town are authorized and directed to prescribe a system of rules, among other objects, for the classification, books and studies of the public schools, and unless these rules are conformed to by the teachers of any school, or the trustees of any district, they cannot draw any portion of the money of the state or town. Appendix, Number xv.

8. The Commissioner of Public Schools, by public addresses, personal communications with school officers and teachers, and by means of Teachers' Institutes, and in other practicable ways, must diffuse information of the most approved methods of arranging the studies, and conducting the discipline and instruction of public schools.

Among the results which may reasonably be anticipated from the establishment of a gradation of schools, in every large district where the number of children will admit of it, the following may be specified.

1. The number of children attending the public schools will be increased from about one-third, or one-half, to at least two-thirds, or three-fourths, of the whole number of the recognized school age. The primary schools alone, if located where young children can conveniently attend, and continue through the year, will increase the attendance at least one-third, beyond the present average, and the number beyond that, will depend on the character of the school, or schools of a higher grade.

2. Private schools of the same relative standing with the public schools will be discontinued, while those of a higher grade, if really called for by the educational wants of the community, will be improved. The best teachers in private schools will find employment equally lucrative and respectable in the public schools.

3. A larger number of female teachers will receive permanent employment, and the demand for male teachers, except of the highest qualifications, will be reduced, while both male and female teachers will receive more adequate compensation for their services. Additional inducement will thus be held out to young men and young women of the right character and qualifications, to become teachers for life, and the expense, loss of time, want of system, and other evils growing out of the constant change of teachers in the same school, will be diminished, if not entirely removed.

4. Every thing which is now done for the education of children in the district schools, will be better done and in a shorter time, under the proposed classification. The younger children will no longer be subjected to the neglect and discomforts which they too frequently receive, and the primary studies will not be crowded one side to make room for the higher branches. On the other hand, the older scholars, having been well taught in the elementary studies, and receiving more of the time of the teacher, and having better facilities for study, will reach the present standard of school attainment at twelve instead of sixteen years of age.

5. The course of instruction will be rapidly extended and improved, so as to be more complete, thorough and practical. Physical education and comfort will be better attended to, by a practical recognition of the great principles of health and the human constitution, in school-rooms, and methods of instruction and discipline adapted to each grade of schools. Intel-

lectual education will be commenced earlier,—prosecuted on a system, and continued to a later period of life, and in every stage, with the advantages of books, methods, and teachers adapted to the age and proficiency of the several schools and classes. Moral education, including all those proprieties of conduct, language, and thought, which indicate a healthy heart, and tend powerfully to nourish and protect the growth of the virtues which they indicate, and which are the ornament and attraction of life, in the highest and the lowest station of society, will receive more attention, and under circumstances more favorable to success. Children will come early, and continue through the most impressible period of their lives, under the more genial influence of female teachers, who care more for this department of education, and possess a peculiar power in awakening the sympathies of the young, and inspiring them with a desire to excel, in these things. Besides, if the plan of gradation is thoroughly carried out, there will be more time to be devoted to special instruction in each department of education, under permanent teachers of the highest qualifications.

6. Promotion from a lower class to a higher, in the same school, and from a school of a lower grade to one of a higher, in the same district, will operate as a powerful and unexceptionable motive to effort, on the part of individual scholars, of the whole school. Where the promotion is from several schools, under different teachers, and different local committees, and is based on the results of an impartial examination, it will form an unobjectionable standard by which the relative standing of the schools can be ascertained, and indicate the studies and departments of education, in which the teachers should devote special attention. With schools classified according to the studies pursued in them, and rising in the scale of compensation paid to teachers, as the character of the instruction rises, the principle of competition will operate favorably by holding out to the faithful teacher below, the certainty of promotion to a more lucrative place.

7. The expenditures for education will be more economically and wisely made. The same amount of money will employ the same number of teachers, a larger number of females, and a smaller number of male teachers, each for a longer time, and the scale of compensation will be graduated more nearly to the value of their services. Even if the sum expended on the public schools is increased, the increase will be less than the corresponding increase of scholars, and the aggregate expenditures for public and private schools together, will be greatly diminished.

8. The privileges of a good school will be brought within the reach of all classes of the community, and will be actually enjoyed by children of the same age, from families of the most diverse circumstances as to wealth, education and occupation. Side by side in the same recitations, heart and hand in the same sports, pressing up together to the same high attainments in knowledge and character, will be found the children of the rich and the poor,—the more and the less favored in outward circumstances, without knowing or caring for the arbitrary distinctions which distract and classify society. With nearly the same opportunities of education in early youth, the prizes of life, its fields of usefulness, and sources of happiness, will be open to all, whether they come from the mansions of elegance and wealth, or the hovel or the garret of poverty.

9. The system of public instruction, improved in the several particulars specified, will begin to occupy the place in the eyes and affections of the community, which it deserves, as the security, ornament and blessing of the present, and the hope of all future generations. The schools will be spoken of, visited, and provided for on a liberal scale. School-houses will be pointed to as creditable monuments of public taste and spirit. Teachers will receive a compensation equal to what is paid the same talent, skill and fidelity employed in other departments of the public service, and will occupy that social position which their character, acquirements and manners may entitle them to. The office of school committee, instead of being shunned, or at best, barely tolerated by those best qualified to discharge its duties, will be accepted as a sacred and honorable trust, by the intelligent, enterprising and influential members of society. Parents of all classes will take an honorable pride in institutions to which, under all circumstances, they can look as the safe and profitable resorts of their children, for as good an education as money can purchase, at home or abroad. The stranger, interested in the moral and social improvement of his race, will not only be invited to visit the busy marts of trade, and the workshops where the wind and the wave have been harnessed to the car of industry, and made to perfect the triumphs of the loom, the spindle, and the hammer,—and to those institutions which a diffusive and noble charity may have provided for the orphan, the poor, the insane, and even the criminal, but to those schools where the mind is educated to discover new modes of applying the labor of the hand, and the gigantic powers of nature to useful purposes, and above all, where happy and radiant children are trained to those physical, intellectual and moral habits, which bless every station, and prevent poverty, vice and crime.

These results have all been realized in the public schools of Providence, since their re-organization in 1839;—(Appendix Number xv.)—the number of scholars in attendance has been more than doubled; more than thirty private schools of different grades have been discontinued; the number of female teachers in the public schools have been increased from ten to upwards of fifty, with an advance of salary; the compensation of male teachers has been increased more than thirty per cent.; the course of instruction is more complete, thorough and practical, and no better can be had in any private schools; while the expenditures for public schools has been increased in consequence of the demand for more schools, the expense for each scholar educated is less than before, and the aggregate expenditures for education in the city, including private and public schools, have been reduced by many thousand dollars annually; the privileges of these schools are not only nominally free to all the children of the city, but in the schools of each grade are to be found scholars from families of every occupation, and degree of wealth; the citizens are justly proud of their school-houses, teachers, and the condition of their schools generally; and men of the highest intelligence, wealth, and social and professional standing, are willing to devote time and attention to the administration of the system. The influence of these improvements has been already extensively felt in every part of the State. Providence, Warren, Newport, Bristol, and Pautucket, have already adopted substantially the same system, with results corresponding to the nearness with which they have carried out the plan in its details, and made the schools at once good and cheap.

In consequence of the length to which the consideration of the two preceding subjects have extended, the suggestions which I proposed to make on the course and methods of instruction; the principles which should be regarded in the preparation and selection of text-books, and the best modes of securing uniformity in the schools of the same town, or the same section of the state; the uses of apparatus and means of visible illustration; school discipline; the qualification and improvement of teachers; and the supervision and support of a system of public schools, will be deferred to another opportunity. I will only add in reference to school books, that the diversity which now exists is a serious evil. It multiplies the number of classes in the same study, and diminishes the size of each class. It increases the number of recitations, and shortens the time which the teacher can devote to any one. It prevents the introduction of those methods of teaching which operate so happily on large classes. It increases the labors of the teacher and diminishes its value. It adds to the cost of education, from fifteen hundred to two thousand dollars annually, without yielding any profit to any body,

except the authors and publishers of the books. As soon as a proper examination of some new books can be made, and the school committee of the several towns consulted with, measures will be taken, which it is believed, in the course of one or two years, will bring about a uniformity of books, so far as the same is desirable, without imposing any considerable expense upon parents, from the substitution of new for old books.*

With a few remarks on the condition and improvement of public education, in reference to the three classes into which the population of the State is distributed, and I will bring this Report to a close. First in the order of nature and of political economy, comes the agricultural class.

5. Agricultural Districts.

Although in Rhode Island, it is second in point of numbers to the manufacturing and mechanical interest, yet here as well as elsewhere, the agricultural population will never cease to be of the highest importance to the dignity and strength of the State. It is from the rural districts, that the manufacturing population recruits its waste, and draws the bone and muscle of its laborers, and much of the energy of its directing force. It is from the country, that the city is ever deriving its fresh supply of men of talent and energy, to stand foremost among its mechanics, merchants, and professional men. It is on the country that the other interests of society fall back in critical seasons, and as a forlorn hope in moments of imminent peril. Just in proportion as the means of intellectual and moral improvement abound in the country, and co-operate with the healthy forces of nature and occupation to build up men of strong minds, and pure purposes in strong bodies, do her sons fill the high places of profit, enterprize and influence in the city and the manufacturing village. Whether the country parts of Rhode Island have done as much as they might, or as much as similar portions of the other States of New England have done, in supplying the steady demand there is for educated and professional talent in the community, can be best answered by those who are familiar with her local and individual history.

In respect to education, the country has advantages and disadvantages peculiar to itself. The sparseness of the popula-

* According to the returns received from teachers, (Appendix, Number xiii.) which are not complete, there were in twenty-three towns, one hundred and twenty different kinds of school books, in the following studies, viz:—fifty-three in spelling and reading; nineteen in arithmetic; seven in geography; ten in grammar; two in composition; six in history; four in penmanship and drawing; three in book-keeping; six in algebra; one in surveying; four in astronomy; four in natural history; and four in mental philosophy.

tion forbids the concentration of scholars into large districts, and the consequent gradation of schools which is so desirable, and even essential to thoroughness of school instruction. The limited means and frugal habits of the country preclude the employment of teachers or professional men, of the highest order of talent and attainments, and thus, both the direct and indirect benefits of their educational influences are not felt. The secluded situation and pressing cares of daily life, foster a stagnation of mind, and want of sensibility to the refinements and practical advantages of education.

On the other hand, country life has its advantages. There is the bodily energy and the freshness and force of mind which are consequent upon it. These are secured by the pure air, the rough exposure, the healthy sports and laborious toil of the country. Hence boys bred in the country endure longest the wear and waste of hard study, and the more exciting scenes of life. There is the calmness and seclusion which is favorable to studious habits, and to that reflection which appropriates knowledge into the very substance of the mind. There is freshness of imagination, nurtured by wandering over hill and dale, and looking at all things growing and living, which, unsoiled and untired as yet in its wing, takes long and delighted flights. There is ardor and eagerness after eminence, which gathers strength like a long pent fire, and breaks out with greater energy when it has room to show itself. Above all, there is often, and may be always, a more perfect domestic education, as parents have their children more entirely within their control, and the home is more completely, for the time being, the whole world to the family. Wherever these favorable circumstances are combined with the advantages of good teachers, good books, and the personal influence of educated men, there will boyhood and youth receive its best training for a long life of useful and honorable effort. But in these agencies of education, the country portions of the state are greatly deficient,—relatively more deficient than manufacturing villages. The teachers are almost universally young men, with no education beyond what can be obtained in ordinary district schools, inexperienced in life, and in their own profession, with no expectation of continuing in the same school more than three or four months, or in the business any longer than they can accomplish some temporary object, and without any of that interest and pride in their schools, which springs from local and state attachments. Even when they are well qualified, by knowledge, age and experience, and feel a more than ordinary interest in improving the schools, because they are the schools of their town or state, their connection with them is so transient, and the impediments from poor school-

houses, backward scholars, irregular attendance, diversity of ages, studies and books, want of interest in parents and committees, are so great, they can accomplish but very little good. The deficiencies of the schools are not supplied to any great extent, by school, or town, or circulating libraries, or by courses of popular lectures. In 1844, there were but three libraries, containing twelve hundred volumes, in the agricultural districts of the State. These belonged to proprietors, and were accessible to less than one hundred families. There was not a single lyceum, or course of lectures open to the agricultural population, distinct from those which were established in a few of the manufacturing villages. From the want of such facilities for nurturing the popular mind, and the fact that clergymen and professional men from the city and large villages are seldom called into the country, there is less of that intellectual activity, of that spirit of inquiry, and desire for knowledge, and of that improved tone of conversation which the discussions and addresses of able and distinguished men, in the lecture room and the pulpit are sure to awaken, and which constitute an educating influence of a powerful and extensive character, in large places.

To supply these wants in the agricultural districts, public education in all its bearings, must be continually held up and discussed before the people. The lecturer, the editor, the preacher, educated men in public and private life, should do all in their power to cherish and sustain an interest on this subject. The direct and indirect results of such an education as can be given in good public schools, such as have been sustained in other parts of New England, under circumstances as unfavorable as exist in any portion of this State, upon the pecuniary prosperity of a family of children, should be largely illustrated and insisted on. It should become a familiar truth in every family, that the father who gives his children a good practical education, secures them not only the means of living, but of filling places of honor and trust, in the community, more certainly than if he could leave to each the entire homestead. The young man who has been so well educated in the public schools, with such special training as Teachers' Institutes, and a Normal School supported in part by the State, could impart, that he can step from the plough in the summer, to the school-room as a teacher in the winter, or into any kind of business which requires a thoughtful mind, as well as a strong and a skillful hand, will, before he is thirty years of age, be in the receipt of an income greater than any farmer in one hundred can realize out of the best farm, if owned in fee simple, with his own labor bestowed upon it. But to give such an education, the country district schools must be improved. Better school-houses must be provided. Accomplished female

teachers must be employed for the young children, whose services can be of no use on the farm, or at home, during all the warm season of the year. In the winter the older children must come together from a wider circuit of territory, and pursue the more advanced studies by themselves, so that they can acquire habits of intense application, and receive the undivided attention of a well qualified teacher. If their early culture has been properly attended to, in the primary summer schools, so as to have had imparted to them the desire and ability to know more, they will, later in life, come into the winter schools with their hands hardened with honorable toil, their cheeks brown from exposure to the healthful influence of sun and air, their muscles and frame capable of long and patient endurance, and their minds prepared to grapple with the difficulties of knowledge, and gather in the richest harvests. The best minds of New England have been thus nurtured and trained. The most honored names in her present and past history belong to men who have gone alternately from the field in summer, to the school in winter, and later in life, from the plough to the college, or the merchant's desk, or the post of superintendent or master workman in the mill, or the workshop.

The course of instruction in the country schools should be modified. It should deal less with books and more with real objects in nature around,—more with facts and principles which can be illustrated by reference to the actual business of life. The elementary principles of botany, mineralogy, geology, and chemistry, and their connection with practical agriculture, should be taught. A love for nature, to the enjoyment of which all are alike born, without distinction,—an appreciation of the beauty which will be every day above and around them, and a thoughtful observance and consideration of the laws of an incessantly working creation, in co-operation with which they must work, if as farmers they are to work successfully, ought to be cultivated in every child, and especially in every one whose lot is likely to be cast in the country. All these things can be done, without crowding out any thing really valuable, now taught in public schools,—provided the ample school attendance of children can be secured, and teachers of the right qualifications employed. Such teachers need not be expensive. The country towns ought to be able to supply the regular demand of their own schools, for this class of teachers. But whatever else may be taught, or omitted, the ability, and the taste for reading, should be communicated in the school, and the means of continuing the habit at home, through the long winter evenings, by convenient access to district or town school libraries, should be furnished. The desire to read can be fostered, and turned into useful channels, by occasional lectures of a practical kind, and especially on subjects which will admit of visible illustration, and experiments. For

this purpose, I hope to be able to establish one public library, and to arrange one course of lectures, to be delivered in at least one place, in every town in the State, where a lyceum or a similar course is not already established.

By suitable efforts on the part of public spirited and influential men, the interest which has already manifested itself in the country towns, can be increased, and the improvements already commenced in school-houses, school attendance, and teachers, can be continued, until there shall not be a rural district which is not animated with true intellectual and moral life.

6. Manufacturing Districts.

This State presents the remarkable fact in the distribution of its population among the different departments of labor, that the portion engaged in manufactures and trades, far exceeds that devoted to agricultural pursuits. This population, from its necessary concentration into villages, can receive every advantage arising from the gradation of schools, and the division of labor in instruction. The smaller children can be gathered into infant and primary schools, through the year, in which all the exercises shall be adapted to their unripe faculties, and the entire attention of the teacher can be devoted to their physical comfort,—their manners as well as their intellectual improvement. The older scholars can be assembled for certain portions of the year at least, in large classes, and thus stimulate each other to vigorous effort, and receive the undivided attention of teachers, of the highest order of qualifications. Lyceums and libraries can be readily supported, to quicken the mind, improve the tone and topics of conversation, preserve from hurtful amusements, and gross indulgences, bless the fire-side, and give dignity and increased value to mere muscular labor.

There is a quickness of intelligence, an aptitude for excitement, an absence of bigoted prejudice for what is old, and a generous liberality in expenditures among a manufacturing population, all of which are favorable to educational improvement. The mind is stimulated by being associated with other minds. It becomes familiar with great operations. It is tasked often to inventive efforts in devising and improving machinery. It is surrounded every moment with striking illustrations of the triumphs of mind over matter. Every thing with which it has to do is an eloquent witness to the value of education, to its splendid pecuniary results, as well as to its power to make material instruments to bend to its will, and to become gigantic forces for good to mankind.

These facilities for mental improvement, both among the young and the adult population, in a manufacturing village, may become causes of moral degeneracy, and are often accompanied by circumstances which operate with fearful energy to corrupt

and destroy. The mind is stimulated to an unnatural activity. The passions crave excessive and dangerous excitements. The moral principles are hindered from a strong and full development, or are broken down by a sudden onset of temptation. The young are crowded together in the family, the school, the mill, and the streets, and too often become the means of mutual corruption. Their many hours of labor, and long confinement in the close atmosphere of the factory, away from the varied sights of nature, during the week, waste away their physical energy, and is made the excuse for spending so much of the evenings as are at their disposal, in artificial excitements, and their Sabbaths in the fields, or in carriage excursions. The charm, seclusion, and refinement of a pleasant home, are often denied them in their hours of rest and relaxation. Their dwellings are crowded together, with apartments few and small, too often badly lighted, and badly ventilated, comfortless within, and looking out upon a street without a tree, or upon grounds devoid of the cheerful green, which nature is so eager every where to throw about her as her graceful drapery. Their homes have seldom any yards enclosed, to repel the rudeness of the passer by, or to invite the healthy and humanizing cultivation of flowers, shrubbery, and vegetables. Females are prevented by their early occupation in the mills, from learning needle work, and from acquiring those habits of forethought, neatness and order, without which, they cannot, when they grow up to womanhood, and have the charge of families of their own, make their own homes the abodes of economy, thrift and comfort. Many of the young people engaged in the mills, are living away from their family homes, and do not feel the restraints from vicious courses which a respect for the good opinion of relatives and friends exerts. Facilities for corruption and vice abound, and the swiftness with which such corruption of principle and character ripens to ruin, is fearfully rapid. The admixture of people from different nations, and the constantly fluctuating state of society, are additional causes of evil, and impediments to any regular plan of improvement. To these various causes of deterioration, to which a manufacturing population are exposed, it must also be added, that the facilities for a proper classification of the schools, and the establishment of permanent schools, at least for the young children, are not improved,—that in all but five of the factory villages in the State, there is but one public school for children of all ages, in every stage of proficiency, and in irregular attendance, and that this school is open as a public school only so long as the school money will employ the teacher, and this period on an average is less than four months in the year,—and that in but three is there a lyceum, or provision for a regular course of lectures in the

winter. In most of these villages there are Sabbath schools, and to some extent, provision of some kind is made for other religious instruction.

That the manufacturing population are so pure, refined, and educated as they unquestionably are, considering the many unfavorable circumstances of their position, and the causes which are constantly at work to deteriorate and corrupt, is owing to the fact, that the original population of these villages came from the country, and that a large portion of the yearly increase is drawn from this source of supply, bringing with them the fixed habits, the strong family attachments, and elevated domestic education, which have ever characterized the country homes of New England. The first generation of this population has passed, or is passing away. What is to be the character of the second and the third?—not trained to the same extent, and soon not trained to any appreciable extent, in the country, but in the crowded village, and under all these exciting influences? It is for the friends of education to decide,—to decide speedily, and act with energy; and to bring out all the capacities and influences for good which exist in their midst, just in proportion as those influences for evil gather and increase. Let this be done, and these villages may become not only the workshops of America, and the prolific sources of wealth and physical comfort to Rhode Island, but radiant points of intellectual and moral light,—the ornament, strength and glory of the State.

1. Convenient and attractive school edifices should be erected. This is already done to a considerable extent. But there are more than fifty manufacturing districts, where there are either no buildings appropriated exclusively to the schools, or else these buildings are not sufficiently large and convenient for the number of pupils who do attend, much less for the number which should attend, for portions of the year at least.

School-houses in manufacturing districts should be provided with halls for popular lectures, and rooms for a library, collections in natural history, evening classes, reading circles, and even gatherings for conversation, unless these objects are provided for in a separate building.

2. The schools should be kept open during the year, and at least two grades of schools should be established. Special attention should be given to the primary schools. It is here that the great strength of educational influence for such a population can be bestowed with the best hope of success. It is here that children can be taken early, and when children are precocious, they must be taken at the earliest opportunity, if the seeds of good are to be planted before the seeds of evil begin to germinate. Here the defects of their domestic and social

training, can in a measure be supplied. Here by kindness, patience, order, and the elevating influences of music, joyous groups may enjoy the sunshine of a happy childhood at school, and be bound to respectability and virtue, by ties which they will not willingly break. These schools, made, as they can be made by female teachers of the requisite tact and qualification, the loved and happy resorts of the young, devoted in a great measure to the cultivation of the manners, personal habits, and morals of the pupils, may be regarded as the most efficient instrumentality to save and elevate the children from the corrupting influences of constant association, when that association is not under the supervision of parents or teachers, and to prepare them for institutions of higher instruction.

3. The course of instruction in these schools, both in primary and higher grade, should be framed and conducted, to some extent, in reference to the future social and practical wants of the pupils. It should cultivate a taste for music, drawing and other kindred pursuits, not only for their practical utility, but for their refining and elevating influences on the character, and as sources of innocent and rational amusement after toil, in every period of life, and in every station in society. Drawing, especially, should be commenced in the primary school, and continued with those who show a decided tact and aptitude for its highest attainments, to the latest opportunity which the public school can give. It is the best study to educate the eye to habits of quick and accurate observation,—the mind to a ready power of attention, discrimination, and reasoning,—and the hand to dexterous and rapid execution. It cultivates a taste for the beauties of nature and art, and fills the soul with forms and images of loveliness and grandeur which the eye has studied, and the hand has traced. It is the best language of form;—by a few strokes of the pen or pencil, a better idea of a building, a piece of mechanism, or any production of art, can be given, than by any number of words, however felicitously used. It may be introduced as an amusement in the infant and primary schools,—may be made to illustrate and aid in the acquisition of almost every study in the higher schools, and is indispensable to the highest success in many departments of labor in manufacturing and mechanical business. I am assured by a gentleman familiar with the business, that in the calico printing establishments of this State, more than sixty thousand dollars are expended annually upon different departments of labor, to success in which the art of drawing is indispensable. And this class of workmen employed cannot acquire the requisite skill and intelligence, in any practical schools of the arts among ourselves. If Rhode Island is to compete successfully with other countries in those productions

with which a cultivated taste, and high artistic skill enters, the taste where it exists must be early developed by appropriate exercises in the public school, and opportunities for higher attainments be offered in a "school of the arts."

In the higher departments, or schools, there should be exercises in the mathematical studies, calculated to familiarize the scholar with the principles of many of the daily operations in the mills and workshops, and thus lay the foundation for greater practical skill, and for new inventions or new combinations and application of existing discoveries.

To supply obvious deficiencies in the domestic education of girls, plain needle work should be taught in the primary schools, as is now done in all the schools of this grade in the city of New York; and in the higher departments, some instruction should be given in physiology.

4. Teachers should be selected in reference, not only to the ordinary duties required of all teachers in the school-room, but for their ability to exert a social influence of the right character. They should have the faculty of adapting themselves to the society of the young, to draw them into evening classes for instruction, and social circles for refined and innocent amusements; and to create a taste for books, and to direct their reading. They should be able to give familiar lectures on chemistry and mechanical philosophy, and illustrate the scientific principles which govern all the forces of wave and steam, at work in the mills. They should take a decided interest in every thing that relates to the moral and intellectual improvement of the people. They should be capable of so directing the course of instruction in the school, and their exertions and influences on the young and the old, out of the school, as that all may become useful and contented in whatever sphere of employment they may be called to fill.

5. A library of good books, selected in reference to the intellectual wants of the old and the young, should be provided in every village. To create a taste for reading should be a leading object in the labors of teachers and lecturers. All that the school, even the best, where so much is to be done in the way of disciplining the faculties,—all that the ablest lecture, when accompanied by illustrations and experiments, can do, towards unfolding the many branches of knowledge, and filling the mind with various information, is but little, compared with the thoughtful perusal of good books, from evening to evening, extending through a series of years. These are the great instruments of self-culture, when their truths are inwrought by reflection into the very structure of the mind, and made to shed light on the daily labors of the workshop. There should be a due

proportion of books of science and useful knowledge, of voyages, travels, and biography, and a good supply of judiciously chosen works of fiction. It has been a great mistake heretofore, in selecting books for public libraries, as well as in providing courses of lectures, intended mainly for the poorer and working classes, to suppose that scientific and purely useful knowledge should be almost the exclusive objects of attention. The taste for reading and lectures of this character, must first be created, and the ability to follow a continuous train of thought, whether printed or spoken, must be imparted by a previous discipline. This taste and ability are too often wanting. The books and lectures, therefore, should be very interesting, and calculated to create a taste for further reading and inquiry.

6. Courses of lectures should be provided,—partly of a scientific, and partly of a miscellaneous character, and each calculated to give the largest amount of sound instruction, to awaken the highest degree of healthy intellectual activity, and impart the fullest measure of innocent and rational amusement. The object of these lectures—if they are to be extensively useful, and permanently supported, must not be simply or mainly intellectual improvement, but to present that which can occupy the thoughts innocently, when they crave to be occupied with something ;—to engage the affections, which absolutely refuse to be left void ;—to supply resources of recreation after a long day's toil, of such variety as shall meet the wants of different tastes and capacities,—of tastes and capacities as yet but little cultivated and developed, but which may be gradually led into higher and higher regions of thought and attainment. Such lectures will shed an influence of the most lasting and salutary character throughout the various occupations and conditions of a manufacturing population. Parents will mark the awakened curiosity of the young ; employers will see higher intellectual and moral aims in the actions and language of men in their employ ; those who have had the advantage of a systematic education, will here have an opportunity to continue their mental discipline and attainments ; those whose opportunities were more restricted, will find in these lectures the promptings and instruments of self-culture ; conversation on topics of broad and abiding interest will take the place of idle gossip, political wrangling, and personal abuse ; the longings for artificial excitements furnished at the dens of iniquity, which abound in all large villages, will be expelled by the many wholesome fountains of thought and feeling which will be opened in the contemplation of God's works, and the perusal of good books, to which many will, in the lecture room, be led ; and, what will penetrate to the very well springs of the best influences which society can feel, higher, and purer

sources of intellectual enjoyment and culture, will be opened to the female sex, who have every where shown an eager desire to attend courses of popular lectures, and whose presence there may always be hailed as a pledge of the attendance of the most intelligent, refined and respectable of the other sex, and as the best protection from the annoyance of bad manners, and rude interruptions, which are sometimes exhibited at large popular meetings of the male sex alone.

7. Reading rooms, furnished with the periodical publications of the day, with maps and books of reference, and if practicable with portfolios of engravings and pictorial embellishments, with models and descriptions of new and ingenious inventions for abridging labor, with specimens of shells, stones, plants, seeds, and flowers in their season, with any thing, in fine, which, by gratifying the eye, and provoking and satisfying the curiosity to know, shall become attractive places of resort in the neighborhood, should be established. In connection with the reading room, or with rooms appropriated to innocent games and means of recreation, there should be a room for conversation—a sort of social and intellectual exchange, to take the place of gatherings at the corners of streets, or places of idle and vicious resort.

To these rooms, as well as to the lectures and library, all classes should have access, and especially should the more wealthy and intelligent resort there, if for no other reason, than to bear the testimony of their presence and participation, to the value of these pursuits and of these and other means of intellectual and social improvement, and amusement. It will interfere but little with their time and convenience, and the return will be manifold, in the prejudices of various kinds which will be detached from the minds of laborer and capitalist, and of the families of all classes, in listening to the same lectures, reading the same books, deriving pleasure from the same sources, conversing on the same topics—in being, where every bosom is warmed and thrilled by the beatings of the common heart of humanity. It is a matter of vital importance to manufacturing villages, to close the deep gulf with precipitous sides, which too often separates one set of men from their fellows,—to soften and round the distinctions of society which are no where else so sharply defined. This separation of society is utterly at war with our political theories and must ever be accompanied with contempt, exclusiveness and apprehension on one side, and on the other with envying, jealousies, curses not loud but deep, and occasionally with outbreaks which will carry the desolation of a tornado in their track. To do away with the real classification of society which difference of education, and especially difference in manners, and intellectual tastes will unavoidably create, these differences must be done away with,—at least all the elements

of earthly happiness, and of a pleasant and profitable social intercourse should be brought within reach of all, by giving to all through good public schools, and other means of public education, good manners, intelligent and inquiring minds, refined tastes, and the desire and ability to be brought into communion with those who possess these qualities, and at the same time partake of the rich heritage of noble thoughts which the great authors of our own and other times, and of our own and other countries have bequeathed without restriction, to the whole human family.

It should be every where proclaimed, and inwrought into every plan for improving the condition of society, especially in manufacturing villages and large towns, that good public schools and religious institutions, important and essential as they unquestionably are, do not take the precedence of all other means, or exclude the adoption of others supplementary to them. Whatever can be devised to improve the physical condition of the poor,—to make the home of the operatives more comfortable and attractive,—to secure to its inmates more delight at their own family board and firesides,—to elevate the manners, and refine the intercourse of the lodgers at the boarding-houses,—to cultivate household virtues and habits of saving,—to make the lyceum, the reading-room, the lecture, the evening class, attractive and profitable,—to awaken and cultivate a perception of whatever is beautiful and good in nature, art, or human manners and character,—to encourage cheap, innocent and daily amusements, and discourage those which are expensive, rude and sensual, and to elevate the tone of social intercourse,—all these things will do good and tend to educate the whole community, and improve the condition of the manufacturing population. Let not the Christian, intent on the reformation of the soul, and its fitness for another state, forget that the soul is tied to the body, and that through the body, and in these various ways it can be acted on for its good. Let him not be unmindful, that it is practical Christianity acting itself out in these various forms, and filling up every opening where good can be done, which commends itself to the consciences of all men, as like its master, "going about doing good." Let the lover of his kind remember that the social atmosphere of one of these villages may be instinct with moral health, or may be laden with a miasma deadly to the character and the soul.

The condition and improvement of her manufacturing population, in connection with the education of the whole people, is at this time the great problem for New England, and especially for Rhode Island, to work out. Here are concentrated the elements of corruption, of upbreak, and overthrow, to all, that, in her past history, she has held most precious. Here are the capacities for social, moral and intellectual improvement, and

the productive forces for the creation of wealth, and material prosperity, which shall spread along every valley, beautiful and prosperous villages, and through all her borders, a contented, moral and intellectual people. Regarding only its pecuniary return, the moral and intellectual advancement of her manufacturing population, is a matter of commanding interest. It is the mind and character, the regular habits, the inventive resources, the ready power to adopt better means to accomplish the same end, the facility of turning from one kind of work to another when the fluctuations of business require it, the quickness to understand and execute the directions given without constant supervision, the economy in the use, and in preventing the waste, of materials,—it is the almost universal possession of these qualities by the American laborer, who has received a good New England family and school education, which enables him to compete so successfully with the muscles of the foreign laborer, who works at a lower compensation, but with less productive power.

7. Cities and large towns.

Of public schools, and other means of popular education in cities and large towns, it matters not what may be their municipal designation, where the population is largely concentrated, and the occupations of society are greatly diversified, little need be said which has not been anticipated. Much that has been presented in reference to the facilities of improvement, and causes of deterioration in a manufacturing population, is applicable to cities. Most of these facilities and causes, both of corruption and improvement, exist, and are at work in the city with greater power and intensity. Here the wealth, enterprise and professional talent of the State are concentrated; here schools, libraries and literary associations abound; here are institutions of charity, and means of religious instruction. But here too are poverty, ignorance, profligacy, and irreligion, and a classification of society as broad and deep as ever divided the plebeian and patrician of ancient Rome. Here education, philanthropy, patriotism and Christianity have a great work to do, if these harsh and discordant elements are to be harmonized, and the large towns are to become not only the great centres of arts, trade and commerce, but the prolific fountains of intellectual and moral improvement to the whole State.

The City of Providence has already gained to itself an extended reputation, and made itself a bright example to many other cities. Whatever remains to perfect its system of public schools, to increase and improve its primary schools, and to provide evening classes for such as cannot attend the day school; to make its libraries and literary associations easily accessible to larger numbers; to meet the physical, intellectual and religious wants of the population in particular districts; to provide

reform schools, and industrial schools, for children who are already given to idle, truant and pilfering habits; and to bind together the various occupations and conditions of life in the bonds of a common citizenship, and of christian brotherhood,—these things, and more, will be done, as experience shall make its suggestions, and practical wisdom shall devise the best ways of accomplishing them. Bristol, Warren and Newport will not be behindhand in originating and carrying forward plans of social and educational improvements for their own population.

When city and country, the large and the small towns, the agricultural and manufacturing sections, are all engaged in the work of educating the whole people, Rhode Island will occupy a place among the States, which neither her past history, or her present enterprise even, can secure. To Rhode Island belongs the great and peculiar glory, that on her soil, since Roger Williams made his first lodgment upon it, the mind and the soul of man were free. She guards this fact as her peculiar glory and her choice treasure. Her enterprise has, from the first, made the State known throughout the world. Her commerce has extended to every nation. Her brave soldiers and seamen have gathered for her trophies on the land and on the sea. The names of her great captains are written upon the rolls of their country's fame. In the peaceful fields of industry, the skill and enterprise of her merchants and manufacturers have won for her the highest material prosperity. Let her now make the mind and soul of every one of her people truly free, by giving to each "the freedom to be good",—that inward freedom which comes from the disciplined and furnished intellect, and from chastened and regulated affections. Let the same spirit, which has won such triumphs on the battle field, on the deep sea, in the marts of commerce, and amid the resounding hum of adventurous industry, be directed to the highest of all concerns, the improvement of the men, that, in her case, do with an emphasis "constitute the State," and her future destiny will be one of the highest glory.

HENRY BARNARD,

Commissioner of Public Schools.

PROVIDENCE, November 1, 1845.

DOCUMENTS

REFERRED TO IN THE PRECEDING REPORT.

APPENDIX.

NUMBER I.

CIRCULAR TO TEACHERS.

The teacher of the Public School of this District is respectfully requested to answer the following questions as fully and completely as he can, from his own knowledge or the information of the School Committee.

Wherever a precise answer cannot be given, the nearest practicable approximation should be stated with the expression, *estimated* or *about*.

The teacher is further requested to communicate his views at any time on any subject connected with the condition and improvement of the school in this District, or the Public Schools of the State generally.

HENRY BARNARD, *Agent for Public Schools.*

Providence, January, 1844.

I. DISTRICT.

What is the name or number of the District? What is its territorial extent? How many families reside in it? What is the prevailing occupation of the inhabitants? What is the valuation, or taxable property of the district? How many children are there over four and under sixteen years of age? How much money does the District receive from the Town Treasury? Has it a local fund—if so, what is the capital, how invested, and what is the annual income thereof? How much money is set apart for the winter school? How much is set apart for the summer school? How much money is raised by a tax on the scholar?

II. SCHOOL-HOUSE.

Is the school kept in a school-house? Does the District own the school-house? When was it built, of what materials, and at what cost? Is it in good, ordinary or bad repair? Is the location elevated, dry, and pleasant? Does it stand in or on the highway, or has it a play-ground? What are the dimensions of the house? Is there a wood-shed and other out-buildings? Is there a separate entry for the boys, and for the girls, with shelves for hats, cloaks, &c.?

III. SCHOOL-ROOM AND FURNITURE.

What is the height, length and breadth of the school-room? Is there an opening in the ceiling above, or any other means for ventilation? Is the room well lighted? Are the windows furnished with curtains or blinds? Is the room warmed by coal or wood, in fireplace or stove? Is fuel of the right quality and in good condition furnished? What is the arrangement of the desks and seats? Are seats provided with backs, and in all respects comfortable? What are the accommodations for small children? How high are the seats from the floor for the oldest scholars? How high for the youngest? Has the teacher an elevated platform and desk? Is there a separate room for recitation? Is there a black-board? and if so, how large? Is there a globe, or other apparatus?

IV. TEACHER.

What is the name and age of the teacher? Does the teacher reside in the District or Town? How long has the teacher taught this school before? How long has the teacher followed the business of teaching? For how long time is the teacher engaged? What is the compensation per month? Has the teacher a fixed place to board, or does he board round? Was the teacher examined and found qualified by the appointed Committee before opening the school? Will the teacher continue to teach in this District or Town in a private school, after the close of the public school?

V. ATTENDANCE.

What is the whole number attending schools this winter? How many boys under four years of age? How many girls? How many boys over four and under ten? How many girls? How many boys over ten and under sixteen? How many girls? How many boys over sixteen? How many girls? What is the average daily attendance? How many attended a public school last summer? How many attended school of any kind for six months? How many for four months? How many for two months?

VI. STUDIES—BOOKS—CLASSES.

How many attend only to Spelling? How many attend to Spelling and into how many classes are they divided? How many attend to Reading and into how many classes are they divided? How many attend to Arithmetic and into how many classes are they divided? How many attend to Geography and into how many classes are they divided? How many attend to Grammar and into how many classes are they divided? How many attend to History and into how many classes are they divided? How many attend to other studies and into how many classes are they divided? What is the name and number of each book used in Spelling? What is the name and number of each book used in Reading? What is the name and number of each book used in Arithmetic? What is the name and number of each book used in Grammar? What is the name and number of each book used in Geography? What is the name and number of each book used in History? What is the name and number of each book used in other studies? Are there any scholars unsupplied with the necessary books? How many distinct recitations are there in the morning? How many in the afternoon? What is the order of recitations in the morning? What in the afternoon?

VII. LENGTH OF SCHOOL, &c.

How long will this school be kept as a public school? Will this school be kept by the same teacher as a private school, after it closes as a public school? How many parents have visited this school this winter? How many of the school committee have visited it? Is there much interest felt by the community generally in the public schools?

VIII. PRIVATE SCHOOL, &c.

Is there a private school now open in the District? Is it under a male or female teacher? What is the average number of scholars attending? What is the rate of tuition per week or month? How many children of this District are now attending school in other districts or towns? How many children of the proper school age are in no school public or private? Is there a social Library in this District, and if so, of how many volumes? Is there a Lyceum, or Debating Society, and if so, how many members are there?

IX. SUMMER SCHOOL, 1843.

Was there a public school kept in this District last summer by a male or female teacher? What was the length of the school? What was the tuition per week, month, or quarter? How many scholars attended?

X. SUGGESTIONS.

Under this head the teacher is requested to suggest any plan of improvement.

CIRCULAR,

Addressed to School Committees and other Friends of Education.

DEAR SIR: You will lay me under personal obligations, as well as render me essential service in the discharge of my official duties, if you will communicate to me your views respecting the present condition of the public schools of your town, or of the State generally, together with plans and suggestion for their improvement in all, or any of the following particulars.

I. PARENTAL OR PUBLIC INTEREST.

Under this head you are requested to state what proportion of the inhabitants of the town take an active interest in establishing the public schools; the amount of money raised by tax, or otherwise, to support the schools, in addition to the money received from the State; the considerations which seem to govern in the selection of teachers, and in determining the length of the school; the amount of parental visitation to the school while in session, and any other facts which will indicate the state of public or parental interest in the welfare of common schools.

II. DISTRICTS.

Under this head you are requested to notice any inequality between different districts, in the means of education arising out of the diversity of school districts in respect to territory, population, pecuniary ability, or other causes, and how far the present mode of supporting schools can be modified so as to give to the children of each district an equal opportunity to obtain a good English education.

III. SCHOOL-HOUSES.

Any facts as to the location, construction, size, internal arrangement, light, ventilation, warmth, seats and desks of the district school-houses, which will show their influence in those, or other particulars on the health, comfort and successful study of the scholars, are requested. The consequences of not having appropriate out-buildings, and play ground for both sexes, on the morals, manners and health of the children, should not be omitted.

IV. ATTENDANCE AND NON-ATTENDANCE.

Under this head, you are requested to state how large a proportion of the children of your town attend the public schools, and the reasons and causes which operate to keep any class of children from them; also, to suggest any plan for securing the regular and punctual attendance at school of those who belong to it.

V. EXAMINATION OF TEACHERS AND VISITATION OF SCHOOLS.

Under this head you are requested to state any defect in the law or its administration, as to the mode of ascertaining the qualification of teachers, and to propose any alterations which will give greater efficiency to this important part of a school system, such as a single officer to a town, or a county, or state board.

VI. TEACHERS.

Under this head, you are requested to state your views, as to the moral and intellectual qualifications, age, experience in teaching, compensation and success of the teachers who have been heretofore employed in the public schools; also, the evils, if any, of changing teachers every season, and the practicability and advantages of employing female teachers more generally. Under this head, please to state your views on the policy or necessity of institutions, where young men and young women can have an opportunity to review and extend the studies of the common schools, and become practically acquainted with the best methods of school government and instruction, before being employed as teachers; also, on the importance of forming associations of teachers in all the different towns, or of incorporating a Teachers' Institute, embracing all the teachers of the State, and giving it the power of giving certificates of qualification to such as shall be found qualified to teach.

VII. STUDIES.

If undue importance is given to any study, or defective methods of teaching it are pursued, or any important study is neglected, you are requested to notice it.

VIII. BOOKS.

After specifying the number of different books used in the several studies taught in the public schools, you are requested to point out the evils and expense attending the multiplicity and constant change of books in the same school or town, and to propose a remedy. And whether the selection of books had better be left to a town, county or state committee.

IX. SCHOOL APPARATUS.

You are requested to mention how generally a black-board is furnished, and how far it is used by the teacher, when supplied by the district; also the advantages, if any, which would result from furnishing the schools with maps, globes and other apparatus, and especially the young children with a slate and pencil.

X. GRADATION OF SCHOOLS.

You are particularly requested to consider the practicability of reducing the number of classes, arising out of the variety of ages, studies and books, of preventing the too common neglect of the primary branches and the younger children, and of securing greater permanency in the employment of teachers, by placing the younger children and the primary studies by themselves under female teachers, and the older children under male teachers qualified to teach the more advanced studies, and how far this can be done in your town. 1. By supplying two teachers in the populous districts. 2. By employing some of the more advanced scholars to hear the recitation of the younger. 3. By bringing the older scholars of two or more adjoining districts to some central point under a male teacher, and leaving the younger children in their several districts under female teachers. 4. By a town school or schools for the older children of the town, for a part or the whole of the year.

XI. LENGTH OF SCHOOLS.

Under this head you are requested to state how long a majority of the children of the school age attend a school during the year, and what can be done to prolong the public schools at least eight months.

XII. PRIVATE SCHOOLS.

Please to state to what extent private schools now supply the means of education, and their influence on the public schools.

XIII. ALTERATIONS OF THE SCHOOL LAWS.

Under this head you are requested to propose any specific alterations in the organization or administration of the laws relating to public schools in the following or any other particulars.

1. The powers and duties of towns.
2. The formation, powers and duties of School Districts.
3. The school committee of the town—the number, duties and compensation.
4. The district committee, how appointed, duties, &c.
5. School houses, location, building and furnishing.
6. Teachers—qualification, and examination.
7. Length of school—how long the district should keep a public school open in winter and in summer.
8. The attendance of children under sixteen years of age, and especially of those engaged in factories.
9. Distribution of the public money—on what principle, and conditions.
10. State superintendence—how far, and in what way it can be best extended.

You are further requested to invite teachers and others practically acquainted with the subject, or interested in the more extended usefulness of the common schools, to communicate their views to me at any time. It is my wish to base the report, which I am expected to make to the Legislature, not only on my own observations, but the suggestions and plans of the wise and experienced in every part of the State.

I am, very respectfully,

Your obedient servant,

HENRY BARNARD,
State Agent of Public Schools.

Providence, January, 1844.

TOPICS OF LECTURES ON EDUCATION.

The advantages, individual, social and civil, of the more complete and practical education of every child in the state, and the necessary connection of ignorance or misdirected education with insanity, pauperism, vice and crime.

The peculiar advantages enjoyed by Rhode Island for an efficient and complete system of public instruction.

Prevailing defects in the public schools, and desirable improvements which can be made in their management, and instruction under the school laws as they now are.

Modifications in the organization, and administration of any general system of school laws to adapt it to the peculiar circumstances of a compact or sparse, a commercial, manufacturing or agricultural population.

The best modes of securing the regular and punctual attendance at school, of all the children of a district or town, and of enlisting the more active co-operation of parents in this and other objects connected with their education.

The evils resulting from the location, construction and internal arrangements of school-houses as they now are, and the best plans for improving them and for building new.

The disadvantages of small or poor districts, and the best way of assisting them so as to equalize the opportunities of common education in the same town.

The too prevalent and ruinous neglect of the primary branches, and of the younger children, and the importance of furnishing the latter, in every instance, with a slate and pencil to use in drawing or writing, or in any innocent way to amuse and improve themselves when not otherwise employed.

The importance of summer schools—or of primary schools to be kept through the warm months for young children exclusively.

The prevailing errors in the classification of common schools, and the methods of teaching spelling, reading, penmanship, arithmetic, grammar, geography and composition, with the remedies for the same.

The moral and practical uses of music and drawing, as branches of education in every grade of schools.

The evils of a great diversity and inadequate supply of books in the same branches of study.

The evils of a constant change of teachers from male to female, and the importance of giving permanent employment to well qualified teachers of both sexes in the same school.

The various useful applications of the black board, slate, outline maps, and other cheap and simple apparatus, and the importance of resorting more to visible illustrations in instruction.

Plans for an interchange of specimens of penmanship, maps and other drawings, and of mineralogical, geological, and botanical collections between schools of the same, and of other towns.

The establishment of district libraries, or of a town library, divided up into as many cases as there are districts or neighborhoods, to be passed in succession through each, for the older children of the schools, and the adults generally of the district or town.

The purchase of periodicals and books on education, and especially on the theory and practice of teaching, for teachers.

The necessity of providing in every system of public schools, for the professional education of teachers by the establishment of Teacher's Classes, and Normal Schools.

The formation of associations of teachers for mutual improvement, and the visitation of each other's schools, accompanied by a few of their best scholars.

The importance of parents visiting the schools, and the practicability of organizing an association of the mothers of a district or town, for this and other objects connected with the common school.

Instruction on real objects, and occasional excursions of a school with the teacher, to examine interesting objects in the neighborhood, such as a factory, an ingenious work of art, scenery, historical monuments, &c.

The assembling of all the children with their teachers and parents, once a year or oftener, for an examination, exhibition, or at least appropriate addresses and other exercises.

ASSOCIATIONS FOR THE IMPROVEMENT OF PUBLIC SCHOOLS.

WASHINGTON COUNTY ASSOCIATION.

Washington County, under the lead of several of her most intelligent and public spirited citizens, was the first to move in the form of associated action on the subject. The following circular gives an account of the organization and early movements of the Association.

CIRCULAR.

To the Friends of Public Schools in Washington County.

A meeting of the friends of Public Schools in Washington County, was held on the 7th of September, at the Court House in Kingston, in pursuance of previous notice, of which Wilkins Updike was made Chairman, and Sylvester G. Sherman, Secretary.

After a brief explanation from Mr. Barnard, of the present state of public schools in the county, and of the necessity of awakening a more earnest, enlightened and permanent public interest in their behalf, a Committee consisting of Elisha R. Potter, Thomas Vernon, Daniel Avery, John D. Williams, and Henry Barnard, were appointed to prepare a plan of an associated effort, in which parents, teachers, school committees, and the friends of education generally, in the several towns of the county, might co-operate in the work of making the public schools immediately and permanently better. On the recommendation of this committee, the following Constitution was adopted by the meeting:

Article 1. This Association shall be styled the "Washington County Association for the Improvement of Public Schools."

Art. 2. The objects of this Association shall be to awaken a more general and permanent interest in Public Schools and to diffuse information respecting them and popular education generally, by means of public lectures and discussions, and the circulation of books, periodicals, and documents on the subject.

Art. 3. The officers of this Association shall be a President, seven Vice Presidents, (one for each town in the county,) and a Secretary, who shall hold their respective offices till the next Annual Meeting succeeding the time of their appointment, or until their successors shall be appointed.

Art. 4. The Annual Meeting shall be held in the month of August of each year, at Kingston, on such day as shall be designated by the officers of the Association.

Art. 5. Any inhabitant of the county may become a member by subscribing this Constitution and paying to the Treasurer the sum of fifty cents.

Art. 6. This Constitution may be amended by a majority of the members present at any Annual Meeting.

The choice of officers provided for in the above Constitution was postponed to an adjourned meeting, to be held in the Court House in Kingston, at 6 o'clock of the evening of Wednesday, the 6th of November, and in the mean time, the undersigned were constituted a committee to call the attention of the friends of public schools to the subject, and to make arrangements for holding a series of public meetings in each town in the county, where addresses on the various topics connected with the present condition and improvement of the schools may be delivered.

In pursuance of the objects of their appointment, the committee have the pleasure to announce to the friends of improvement in our public schools, that they have already made such arrangements that they are able to promise one or more addresses on topics connected with our schools and school system, at the places named below, or at such other places as the friends of education in the several towns may prefer, and make arrangements for, in the course of this or the following month.

South Kingstown—Kingston Hill, Peacedale, Mumford's Mills, Tower Hill, District No. 8, Point Judith, Moersfield, Perryville.

North Kingstown—Wickford, Davis' School-house, Allen's Corners.

Exeter—Hall's School-house, Four Corners, Reynold's Factory, Meeting-house Hill.

Richmond—Brands' Iron Works, Carolina Mills, Knowles' Mills.

Hopkinton—City, Seventh Day Meeting-house.

Westerly—Bridge, Lottery.

Charlestown—Cross Mills, Baptist Meeting-house, School-house near Joshua Card's.

Persons interested in the objects of the proposed meetings in any of the towns in the county, are respectfully requested to confer personally or by writing with Elisha R. Potter or Wilkins Updike, Kingston, as to the time and place which may be most convenient.

The committee are also happy to say, that one hundred copies of a very valuable work, entitled the *School and the Schoolmaster*, and one hundred copies each of the *Massachusetts Common School Journal*, and of the *New York District School Journal*, for the current year, the former commencing in January last, and the latter in April last, have been placed at their disposal by the State Agent of Public Schools, in such a manner that they are able to present to every one who shall become a member of this Association, a copy of one of the above works, and to furnish any member who will pay the additional sum of fifty cents, a copy of the other two works. Any inhabitant of the county, who will signify his wish to become a member of the Association, and transmit to E. R. Potter or Wilkins Updike, fifty cents, will be furnished with a copy of one of the above works, so long as any of them remain undisposed of. Specimens of each may be seen at the store of T. S. Taylor, Kingston.

The committee are further authorized to state, that any town in this county, where the friends of public schools will raise the sum of ten dollars, will be furnished with a library of at least twenty bound volumes, and the same number of pamphlets, embracing complete sets of the *Massachusetts* and *Connecticut Common School Journals*, (nine vols.,) and the most valuable books and documents which have been published in this country on the theory and practice of education, for the use of teachers, school committees, parents, and the friends of education generally.

In conclusion, the Committee would respectfully and earnestly invite the attention of every teacher, school committee, parent and friend of the State in Washington County, to the importance of making a vigorous and united effort to provide the means of the more thorough and practical education of every child within our borders, and to co-operate with those who have proposed the plan of association and measures herein briefly set forth, for awakening a more general interest, and diffusing more widely information on the subject. Let us on this subject forget all differences of opinion which divide and distract society on religious and political questions, and unite heart and hand in promoting that cause which holds every other good cause in its embrace.

ELISHA R. POTTER,
THOMAS VERNON,
DANIEL AVERY,
JOHN D. WILLIAMS,
SYLVESTER G. SHERMAN.

Kingston, September 7, 1844.

The following officers were chosen at a meeting in November:

WILKINS UPDIKE, *President.*

LEMUEL H. ARNOLD,	} <i>Vice Presidents.</i>
ISAAC HALL,	
GEORGE W. CROSE,	
HORACE BABCOCK,	
CHRISTOPHER C. GREENE,	
SILAS R. KENTON,	
R. G. BURLINGAME,	

POWELL HELME, *Secretary.*

TEACHERS' INSTITUTE OF WASHINGTON COUNTY.

CONSTITUTION.

ARTICLE 1. This Society shall be called the "Teacher's Institute of Washington County.

ART. 2. Its object shall be to improve Public Schools, by frequent meetings of Teachers, to discuss the respective methods of each in government and manner of communicating instruction,—mutually to encourage each other in overcoming the various difficulties to be met with by all faithful Teachers,—to communicate information derived from experience or from other resources, and to secure addresses of a practical character.

ART. 3. The officers of this Institute shall be a President, Vice President and Secretary, who shall appoint the time and place of meetings, except when held by adjournment.

ART. 4. The Annual Meeting shall be held at Kingston, on the third Saturday of November, when officers shall be chosen, and shall execute their duties until others are elected.

ART. 5. Teachers and ex-Teachers may be admitted members of this Institute, at the discretion of the Secretary, by subscribing to this Constitution.

ART. 6. Any member shall have the privilege of taking notes of any remarks that may be made in the meetings.

ART. 7. This Constitution may be altered or amended, by a vote of two-thirds of the members present, at any regular meeting.

OFFICERS FOR 1844-45.

REV. THOMAS VERNON, *President.*

REV. JAMES EAMES, *Vice President.*

G. N. ANTHONY, *Secretary.*

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The following Constitution was adopted at a public meeting of the friends of popular education from all parts of the State, held in Westminster Hall, Providence, January 24, 1845.

ARTICLE 1. This association shall be styled the RHODE ISLAND INSTITUTE OF INSTRUCTION, and shall have for its object the improvement of public schools, and other means of popular education in this State.

ARTICLE 2. Any person residing in this State may become a member of the Institute by subscribing this Constitution, and contributing any sum towards defraying its incidental expenses.

ARTICLE 3. The officers of the Institute shall be a President, two or more Vice Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, (with such powers and duties respectively as their several designations imply,) and Directors, who shall together constitute an Executive Committee.

ARTICLE 4. The Executive Committee shall carry into effect such measures as the Institute may direct; and for this purpose, and to promote the general object of the Institute, may appoint special committees, collect and disseminate information, call public meetings for lectures and discussions, circulate books, periodicals and pamphlets on the subject of schools, school systems and education generally, and perform such other acts as they may deem expedient, and make report of their doings to the Institute, at its annual meeting.

ARTICLE 5. A meeting of the Institute for the choice of officers shall be held annually, in the city of Providence, in the month of January, at such time and place as the executive committee may designate, in a notice published in one or more of the city papers; and meetings may be held at such other times and places as the executive committee may appoint.

ARTICLE 6 This constitution may be altered at any annual meeting by a majority of the members present, and any regulations not inconsistent with its provisions, may be adopted at any meeting.

OFFICERS FOR 1845.

JOHN KINGSBURY, President.
WILKINS UPDIKE, Vice President. *Washington County.*
ARIEL BALLOU, Vice President, *Providence County.*
NATHAN BISHOP, Corresponding Secretary.
J. D. GIDDINGS, Recording Secretary.
THOMAS C. HARTSHORN, Treasurer.

DIRECTORS.

WILLIAM GAMMELL, Providence.	J. T. HARKNESS, Smithfield.
JOSEPH T. Sisson, North Providence.	J. S. TOURTELOTT, Gloucester.
J. B. TALLMAN, Cumberland.	AMOS PERRY, Providence.
L. W. BALLOU, Cumberland.	CALEB FARNUM, Providence.
SAMUEL GREENE, Smithfield.	

The following Report, submitted to the meeting, in the State House, January 21, 1845, at which the Institute was formed, is published as part of the documentary history of the Rhode Island Institute of Instruction.

At the suggestion of Mr. Barnard, State Agent of Public Schools, a meeting of teachers and friends of education, was held a few weeks since in the City Council Chamber, for the purpose of considering the subject of a State Society for the promotion of Public School Education. Mr. N. Bishop, Superintendent of the Public Schools of Providence, was called to the chair; and after discussion by several individuals, it was voted: that Messrs. Kingsbury, Bishop, Perry, Day, and Stimson, be a committee, to take the subject into further consideration, and, if it be deemed expedient, to report at a future meeting. That Committee, having given the subject a considerable share of attention, beg leave to present the following

REPORT.

Whatever doubt may exist in regard to the influence of popular education, in other countries, there can be none, in regard to the United States. *Here* it may be assumed as an axiom, that the people, the *whole* people, should be educated. Our institutions, civil, political, and religious, all imperatively demand it. *How* shall it be done? is the only question that admits of discussion. To this question only one rational answer can be given—chiefly by public or common schools.

Whatever influence may be exerted by the Press, by the College, and High Schools, in advancing education,—and we have no doubt but *that* influence is great and indispensable; it is not for a moment to be supposed, that these means are sufficient to educate a *whole* people. History does not present a solitary example of a country or province, where education has been universal, without some instrumentality analagous to Common Schools.

Literature and Science may flourish, where only the *wealthy few* are highly educated. It is possible that *the few*, by monopolizing the emoluments and privileges which superior knowledge confers, may, while the *many* are toiling in agriculture or mechanic arts, rise to higher attainments, and cause Science and Literature to take deeper root and to bring forth mature fruits. Though such fruits might bring blessings with them, the genius of our Institutions requires rather the diffusion than the accumulation of knowledge. It was the boast of Henry IV. of France, that he would "take care that every peasant should be in such a condition, as to have a fowl in his pot." It should be the care of *our country* that *every child should be educated.*

Our forefathers laid us under deep obligations, therefore, when they consecrated the Common School to the education of the people. Ought we not deeply to regret that within our own State, that mission has not been fully accomplished. There are those among us who cannot read or write. Never should the friends of educa-

tion rest, till this stain is wiped from the escutcheon of the State. Though we hail with delight, the deep interest now beginning to be awakened in different parts of the State, still it is an important question, what further can be done to give our Public School system, an impulse so vigorous, as to send its fullest blessings to the most secluded district.

Light must be diffused in regard to the subject. Parents must be roused from apathy by having the evils of ignorance and the blessings of knowledge placed before them; the connection between crime and ignorance must be shown; it must be demonstrated that knowledge not only leads to higher elevation of character here and better hopes of a future life, but it must be proved that an intelligent, educated man will earn more money than an ignorant one; the incompetency of teachers must be exposed, and public sentiment must be made to demand better; in short, we should all be brought to the full conviction that good public schools are a powerful safeguard of our country. In view of these, and similar considerations we deem it expedient to form, at the present time, a State Association for the promotion of Public School education.

Respectfully submitted, for and in behalf of the Committee.

JOHN KINGSBURY.

APPENDIX.

NUMBER IV.

EDUCATIONAL TRACTS.

The series as originally planned was to embrace a number devoted to each of the following topics:

Condition of Education in the United States, according to the census of 1840, with an outline of the System of Common Schools in New York and Connecticut.

System of Common Schools in Massachusetts.

Education in its relations to Health, Insanity, Labor, Pauperism and Crime.

School Architecture, or plans and directions for the location, construction and internal arrangements of school-houses.

Outline of a System of Popular Education for cities and populous villages, with an account of the Public Schools of Boston, Providence, Portland, Philadelphia, Rochester, &c.

Outline of a System of Popular Education for manufacturing communities.

Hints respecting the organization and arrangement of public schools in agricultural and sparsely populated districts.

Hints respecting the examination of teachers and the visitation of schools.

Library of Education, or a catalogue of books and periodicals, devoted to the theory and practice of education, with an index to the principal topics treated of in such volumes as are most accessible to teachers.

Hints and methods for teaching the Alphabet.

"	"	"	Spelling.
"	"	"	Pronunciation.
"	"	"	Reading.
"	"	"	Composition.
"	"	"	Grammar.
"	"	"	Geography.
"	"	"	Arithmetic.
"	"	"	Drawing.
"	"	"	Vocal Music.

The use of globes, and other means of visible illustration.

Lesson on Objects, Form, &c. for Primary Schools.

Topics and methods for oral instruction.

Plan of School Register, Class Books, and explanations for their use.

Slate and blackboard exercises, with particular reference to teaching small children.

Duties of teacher and pupil in respect to the school-house.

Duties of parents to the school, with plan of an association of the females of a district or town, for the improvement of public schools.

Modes in which young men and young women can become qualified to teach schools.

Teachers' Associations—with plans of organization, and topics for discussions.

Teachers' Institutes—their history, and hints for their organization and management.

Normal Schools—their history in Europe, with an account of the Normal Schools in Massachusetts and New York.

Hints respecting physical education in public schools.

Hints as to instruction in manners and morals, with special reference to the conduct of teachers and pupils, during recess and intermissions.

School Libraries—their history, with a catalogue of suitable volumes, and an index to the most important subjects treated of in them.

Lyceums, Lectures and other means of Popular Education, with plans of organization, &c.

APPENDIX.

NUMBER V.

BOOKS, PAMPHLETS AND DOCUMENTS,

RELATING TO SCHOOLS, SCHOOL SYSTEMS, AND EDUCATION GENERALLY,
CIRCULATED IN THE STATE SINCE NOVEMBER 15, 1843.

1000	copies of	Barnard's Report on School-Architecture.
200	"	" " " on the Education and Employment of children in Factories, &c.
60	"	" " " on the Schools and School System of Connecticut, from 1838 to 1842.
150	"	" " Hints and Methods for the use of Teachers.
3000	"	Educational Tracts, No. 1. pp. 16. Education in the United States according to the census of 1840, with an Outline of the School Systems of Connecticut and Massachusetts.
3000	"	Educational Tracts, No. 2. History and Condition of the School System of Massachusetts.
3000	"	Educational Tracts, No. 3. Education in its relations to Health, Insanity, Labor, Pauperism and Crime.
3000	"	Educational Tracts, No. 4. Plans for the Location, Construction, and Internal Arrangement of School-houses.
9000	"	or 3000 copies each of three pamphlets relating to Schools and Education, attached to the Farmer's and Rhode Island Almanacs for 1845.
400	"	Mann's Report on Education in Europe.
100	"	" " Lecture on Education.
100	"	" " Oration on Education in the United States.
100	"	" " Letters on Religious Instruction in Common Schools.
35	"	" " Annual Reports as Secretary of the Board of Education in Massachusetts.
35	"	" " Abstract of the School Returns with a History of the Common School System of Massachusetts.
200	"	Massachusetts Common School Journal, Volume 6, for 1844.
35	"	" " " " " Volumes 1, 2, 3, 4, 5 & 6.
300	"	New York District School Journal, Volume 5, for 1844-5.
35	"	Common School Journal of Pennsylvania, Volume 1, 1844.
60	"	Connecticut Common School Journal, Volumes 1, 2, 3 & 4.
200	"	School and School Master.
100	"	Annual Report of Superintendent of Common Schools in New York, for 1844.

35	"	Annual Report, with Annual Reports of Deputy Superintendents.
100	"	Henry's Address on Education and Common Schools.
100	"	Randall's (Henry S.) Report on District School Libraries.
50	"	Randall's (Samuel S.) Digest of Laws and Decisions relating to the Common School System of New York.
100	"	Lecture by G. B. Emerson, on Moral Education.
30	"	" " " on the Advancement of Common Schools.
50	"	Prof. Stowe's Report on Elementary Education in Europe, and on Teachers Seminaries.
50	"	" " " Lecture on the Religious Element in Education
50	"	Northend's Lecture on Obstacles to Improvement in Common Schools.
35	"	Thayer's Lecture on Courtesy or Good Behavior in Schools
35	"	Dr. Alcott's Confessions of a School Master.
100	"	" " " Slate and Black-board Exercises.
50	"	Rantoul's Remarks on Common Schools and Education.
60	"	District School as it was.
35	"	Smith's History of Education.
35	"	Annals of Education.
35	"	Miss Sedgwick's Self-Training for Young Ladies.
35	"	Dr. Channing on Self-Culture.
12	"	Wood's Account of Sessional School, Edinburgh.
30	"	Richardson's Address on Common Schools.
10	"	Wines' How shall I govern my School?
25	"	Dunn's School Teacher's Manual.

APPENDIX.

NUMBER VI.

LIBRARY OF EDUCATION.

THE SCHOOL AND SCHOOL-MASTER, by Alonzo Potter, (Bishop of Pennsylvania,) and George B. Emerson. New York; Harper and Brothers. Boston, Fowle and Capen. Price, \$1.00. 551 pages.

This volume was prepared at the request of the late James Wadsworth, of Genesee, New York, with special reference to the condition and wants of common schools in that State. Its general principles and most of its details are applicable to similar schools in other parts of the country, and, indeed, to all seminaries employed in giving elementary instruction. Mr. Wadsworth directed a copy of it to be placed in each of the school district libraries of New York, at his expense, and his noble example was followed in respect to the schools of Massachusetts by the Hon. Martin Brimmer, of Boston.

THE TEACHER'S MANUAL, by Thomas H. Palmer. Boston: Marsh, Capen, Lyon & Webb, 1840. pp. 263. Price, 75 cents.

This work received the prize of five hundred dollars, offered by the American Institute of Instruction, in 1838, for "the best Essay on a system of Education best adapted to the Common Schools of our country."

THE TEACHER TAUGHT, by Emerson Davis, late Principal of the Westfield Academy. Boston: Marsh, Capen, Lyon & Webb, 1839. pp. 79.* Price, 37½ cents.

This valuable work was first published in 1833, as "an abstract of a course of lectures on School-keeping." Mr. Davis has now the charge of the Normal School, at Westfield, Mass.

SLATE AND BLACK BOARD EXERCISES, by Dr. William A. Alcott. New York: Mark H. Newman. Price 37 cents.

The chapters in this little work were first published in the Connecticut Common School Journal, in 1841. The various suggestions and methods are highly practical.

HINTS AND METHODS FOR THE USE OF TEACHERS. Hartford: Price, 12½ cents.

This volume is made up principally of selections from publications on methods of teaching, not easily accessible; and under each subject discussed, reference is made to various volumes, where additional suggestions can be found.

THE DISTRICT SCHOOL AS IT WAS, by one who went to it, (*Rev. Warren Burton*.) New York: J. Orville Taylor, 1838.

In this amusing picture of "the lights and shadows" of school life as it was in Massachusetts twenty years ago, the teachers and scholars of some of our District Schools as they are, will recognize school-house, books, practices and methods with which they are too familiar.

CONFESSIONS OF A SCHOOL-MASTER, by Dr. William A. Alcott. New York: Mark H. Newman. Price, 50 cents.

If our teachers will read these confessions of errors of omission and commission, and the record which it gives of real excellences attained by the steps of a slow and laborious progress, they will save themselves the mortification of the first, and realize earlier the fruits of the last. Few men have the moral courage to look their former bad methods so directly in the face. Every young teacher should read this book.

REPORT ON ELEMENTARY INSTRUCTION, by Calvin E. Stowe, D. D. Boston: Thomas H. Webb & Co. Price, 31 cents.

SEVENTH ANNUAL REPORT of the Secretary of the (Massachusetts) Board of Education, Hon. Horace Mann, 1843. Boston: Fowle & Capen. Price 25 cents.

These two reports introduce the teacher into the school-rooms of the best teachers in Europe, and enable him to profit by the observations and experience of men who have been trained by a thorough preparatory course of study and practice, to the best methods of classification, instruction, and government of schools, as pursued abroad.

THE SCHOOL TEACHER'S MANUAL, by Henry Dunn, Secretary of the British and Foreign School Society, London. Hartford: Reed & Barber, 1839. pp. 223. Price, 50 cents.

The American edition of this work is edited by Rev. Thomas H. Gallaudet, which is the best evidence that could be given of the general soundness of the views presented by the English author. The principles set forth in this Manual, are the basis on which rest most of the methods of instruction and government pursued in the celebrated Borough Road School, London,—the model school of the Society of which Mr. Dunn is Secretary.

ACCOUNT OF THE EDINBURGH SESSIONAL SCHOOL, Edinburgh, by John Wood. Boston: Monroe & Francis, 1830.

The value of the Interrogative Method of Instruction, especially as applied to reading, was first developed in the Edinburgh Sessional School, and through this book, the method has been very generally diffused among teachers on both sides of the Atlantic.

DR. CHANNING ON SELF CULTURE. Boston: Monroe & Co. Price, 33 cents.

MISS SEDGWICK ON SELF TRAINING, OR MEANS AND ENDS. New York: Harper & Brothers.

These two volumes,—the first, written with special reference to young men, and the last, to young women, should be read by all young teachers, who would make their own individual character, attainments, and conduct, the basis of all improvement in their profession.

SMITH'S HISTORY OF EDUCATION. Harper & Brothers. Price, 50 cents.

This work is substantially an abridgement of the great German Work of Schwarz, and is worthy of an attentive perusal, not only for its historical view of the subject, but for the discussion of the general principles which should be recognized in every system of education.

LECTURES ON EDUCATION, by Horace Mann, Secretary of the Massachusetts Board of Education. Boston: Fowle & Capen, 1845. pp. 338. Price, \$1.00.

This volume embraces seven lectures, most of which were delivered before the Annual Common School Conventions, held in the several counties of Massachusetts, in 1838, 39, 40, 41 and 42. They are published in this form at the request of the Board of Education. No man, teacher, committee, parent, or

friend of education generally, can read these lectures without obtaining much valuable practical knowledge, and without being fired with a holy zeal in the cause.

LAWS AND DOCUMENTS RELATING TO THE COMMON SCHOOL SYSTEM OF MASSACHUSETTS.

This volume includes a sketch of the various enactments of the Legislature, from 1642 down to 1843, respecting the Free Schools, and the laws as they now are, together with the Annual Reports of the Board of Education, and the Secretary of the Board, from 1838 to 1844, and the Abstract of School Returns, and a selection from the Reports of School Committees of the several towns in Massachusetts for 1842-3.

In his annual reports to the Board of Education, collected in this volume, Mr. Mann has presented a more didactic exposition of the merits of the great cause of Education in Massachusetts, and some of the relations which that cause holds to the interests of civilization and humanity, than is given in his lectures. That part of the volume devoted to selections from the annual reports of school committees, presents the views of practical and educated men, in more than three hundred towns in a state where the free school system has been tried on the most liberal scale, and for the longest time.

A DIGEST OF THE COMMON SCHOOL SYSTEM OF THE STATE OF NEW YORK: together with the forms, instructions, and decisions of the Superintendent; an abstract of the various local provisions applicable to the several cities, &c.; and a sketch of the origin, progress, and present condition of the system. By S. S. Randall, General Deputy Superintendent of Common Schools. Albany: printed by C. Van Benthuysen & Co. 1844.

LAWS AND REPORTS RESPECTING THE COMMON SCHOOL SYSTEM OF NEW YORK IN 1844.

This volume embraces the Annual Report of the Superintendent of Common Schools, and the Annual Report of the several County Superintendents for 1843-4, making a volume of over 600 pages, together with the Law as it now stands, with forms and instructions for its administration.

ANNUAL REPORTS OF STATE AND COUNTY SUPERINTENDENTS FOR 1845.

These three volumes present a complete view of the origin, progress and condition of the most thoroughly organized and administered system of public elementary instruction in the United States. The reports of the County Superintendents are full of practical suggestions as to improvements in the classification, instruction and government of schools.

REPORTS AND DOCUMENTS RELATING TO THE COMMON SCHOOL SYSTEM OF CONNECTICUT, by Henry Barnard, Secretary of the Board of Commissioners of Common Schools. Hartford: Case, Tiffany & Co.

This volume embraces all the official documents of the Board of School Commissioners and their Secretary, from 1838 to 1842, together with a sketch of the origin and progress of the Common School System of Connecticut, from the foundation of the State down to 1842. The Appendix to the Second Annual Report of the Secretary of the Board, contains an account of the school system of Europe,—in England, Scotland, Ireland, Holland, France, Germany, Italy and Switzerland,—with copious extracts from the Reports of Cousin, Stowe, and Bache, which would make a document of at least 500 pages, in ordinary octavo form.

THE CONNECTICUT COMMON SCHOOL JOURNAL, edited by Henry Barnard, from August, 1838 to 1842. Four volumes.

THE COMMON SCHOOL JOURNAL, edited by Horace Mann, from November, 1838 to 1845. Six volumes.

THE DISTRICT SCHOOL JOURNAL FOR THE STATE OF NEW YORK, edited by Francis Dwight, for 1844 and 1845. Two volumes.

THE COMMON SCHOOL JOURNAL OF THE STATE OF PENNSYLVANIA, edited by John S. Hart, for 1844. One volume.

THE TEACHER'S ADVOCATE, edited by Edward Cooper, will be added as soon as the first volume is completed. One volume.

A copy of most of the above works, and of the pamphlets named in the preceding Appendix, will be placed in each of the "Libraries of Education," and will be accessible to teachers, committees and others, subject to such regulations only as may be necessary to preserve the books.

In addition to the above volumes, the following are worthy a place in every "Library of Education."

LECTURES AND PROCEEDINGS OF THE AMERICAN INSTITUTE OF INSTRUCTION from 1830 to 1845. Sixteen volumes.

These volumes embrace more than 150 Lectures and Essays, on a great variety of important topics, by some of the ablest scholars and most successful teachers in the country.

TRANSACTIONS OF THE WESTERN LITERARY INSTITUTE AND COLLEGE OF PROFESSIONAL TEACHERS, from 1834 to 1840. Eight volumes.

THE SCHOOLMASTER'S FRIEND, with the Committee-man's Guide, by Theodore Dwight, Jr., pp. 360. New York, Roe Lockwood, 415, Broadway. 1835.

THE TEACHER, or Moral Influences in the Instruction and Government of the Young, by Jacob Abbott. Boston, Whipple & Damrell, No. 9, Cornhill. pp. 314. Price 75 cents.

This excellent work is out of market, or it would have been placed in the "Library of Education."

THEORY OF TEACHING, with a few Practical Illustrations, by a Teacher. Boston, E. P. Peabody, 1841. pp. 128.

COUSIN'S REPORT ON PUBLIC INSTRUCTION IN PRUSSIA, translated by Sarah Austin. New York, Wiley & Long, 1835.

DISTRICT SCHOOL, by J. Orville Taylor. New York, Harper & Brothers, 1834.

PRACTICAL EDUCATION, by Maria Edgeworth. New York, Harper and Brothers, 1835.

LOCKE AND MILTON ON EDUCATION. Boston, Gray & Brown, 1830.

REPORT ON EDUCATION IN EUROPE, by Alexander Dallas Bache. Philadelphia: Lydia R. Bailey, 1839. pp. 666.

THE EDUCATION OF MOTHERS, by L. Aimé-Martin. Philadelphia, Lee & Blanchard, 1843.

EDUCATION AND HEALTH, by Amariah Brigham. Boston, Marsh, Capen & Lyon, 1833.

SCHOOL KEEPING, by an Experienced Teacher. Philadelphia, John Grigg, 1831.

EDUCATIONAL PERIODICALS.

The following notice of the various Educational Journals which have been published in this country, may be useful to those who are investigating the history of education.

THE AMERICAN JOURNAL OF EDUCATION, Boston. Published monthly in numbers of sixty-four pages octavo. Commenced in 1826, and merged in the *Annals of Education* in 1831. The set consists of five volumes.

AMERICAN ANNALS OF EDUCATION AND INSTRUCTION, Boston. Commenced in 1831, and discontinued at the close of 1839. The set embraces nine volumes. It was edited at different periods by William Russell, W. C. Woodbridge, Dr. Alcott, and other able writers on Education.

The above works were the able pioneers in the cause of Educational improvement. Nearly all of that has been accomplished within the last fifteen years, was first suggested through the columns of the *Journal* and *Annals of Education*. The above fourteen volumes constitute now a valuable series, which all who are interested in school improvement, can read with great advantage to themselves.

THE SCHOOLMASTER AND ADVOCATE OF EDUCATION, published by W. Marshall & Co., Philadelphia, and edited by J. Frost. Commenced in January, 1836, and discontinued at the close of the year.

THE MONTHLY JOURNAL OF EDUCATION, Philadelphia, 1835, edited by E. C. Wines. Commenced January, 1835, and was discontinued in the course of the year.

THE COMMON SCHOOL ASSISTANT, Albany and New York, Edited by J. Orville Taylor. Commenced in 1836, and discontinued in 1840.

This cheap periodical was widely and powerfully instrumental in waking up a lively interest in the subject of common school improvement.

THE EDUCATOR, Easton, Pennsylvania, Edited by Robert Cunningham; then a Professor in Lafayette College, Easton, and now the Principal or Rector of the Normal School of Glasgow, Scotland.

Prof. Cunningham came to this country with the view of establishing a Normal School on a liberal scale, but he found after years of trial, that his views were greatly in advance of public opinion and liberality on this subject.

The Educator was commenced in April, and discontinued in August 1839.

THE OHIO COMMON SCHOOL DIRECTOR, Columbus, Ohio, Published by authority of the General Assembly of Ohio, and Edited by Samuel Lewis, Superintendent of Common Schools.

The Director was commenced in March, 1838, and was discontinued in November, 1838.

It was the first periodical established under State authority, and was highly useful in organizing the new system of Common Schools established in the winter of 1838.

THE MICHIGAN JOURNAL OF EDUCATION. Detroit, Michigan, Edited by John D. Pierce, Superintendent of Public Instruction. Commenced in March, 1838, and discontinued in February, 1840.

THE DISTRICT SCHOOL JOURNAL FOR THE STATE OF NEW-YORK, is published monthly under the patronage of the State, at Albany, and edited by Francis Dwight, Superintendent of Common Schools for the county of Albany.—Price, fifty cents a year.

This Journal was commenced by Mr. Dwight, at Geneva, in March, 1840. Under the authority of An Act, passed in May, 1841, the Superintendent of Common Schools subscribed for a sufficient number of copies (ten thousand and eight hundred) to supply each organized school district in the State, and made it his official organ of communication with the officers and inhabitants of the several districts. The publication office was removed from Geneva to Albany in June, 1841, where it is now printed by C. Van Benthuyssen.

THE CONNECTICUT COMMON SCHOOL JOURNAL. Hartford, Connecticut. Published under the direction of the Board of Commissioners of Common Schools, and Edited by HENRY BARNARD, 2d, Secretary of the Board.

This Journal was commenced in August, 1838, and discontinued in September, 1842.

THE COMMON SCHOOL JOURNAL is published semi-monthly by Fowle and Capen, 184 Washington street, Boston, and edited by Horace Mann, Secretary of the Board of Education for Massachusetts; price, \$1.00, payable in advance. Each number contains sixteen pages octavo.

This Journal was commenced in November, 1838, and embraces all the official documents of the Board of Education, and their Secretary.

ILLINOIS COMMON SCHOOL ADVOCATE, Springfield, Illinois. Commenced May, 1841, and discontinued with the sixth number.

THE TEACHER'S ADVOCATE. E. Cooper, editor, and L. W. Hall, publisher. Syracuse, New York. Price \$2 per annum.

The Advocate was started under the auspices of the State Convention of Teachers, in September, 1845, and is issued weekly.